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MOULOUDMAMMERIUNIVERSITY OF TIZI-OUZOU
FACULTY OF LETTERS& LANGUAGES
DEPARTMENT OF ENGLISH

جامعة مولود معمري- تيزي وزو
كلية الآداب و اللغات
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EFL Learners' and Teachers Perceptions of the Impact of Positive and Motivational Feedback during Role Play: The Case of First-Year Learners at Zamoum Mouhamed Secondary School in Boghni

Presented by:

Ms.CHABANE Madouda

Supervised by:

Dr. LADJALI Djamila

Board of Examiners:

Chairwoman: Dr KESSAR Sara, MCB, Mouloud Mammeri University of Tizi-Ouzou.

Supervisor: Dr. LADJALI Djamila, MCB, Mouloud Mammeri University of Tizi-Ouzou.

Examiner: Dr METROUH Farid, MAB, Mouloud Mammeri University of Tizi-Ouzou.

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Abstract

This dissertation aims at exploring the key instructional strategy that teachers use in their English as a foreign language teaching process, which is motivational feedback. In more precise terms, this study seeks to examine teachers' perceptions and first-year secondary school learners' attitudes towards the impacts of positive and motivational feedback on learning English process, especially during role play activities. It is also to identify whether the teachers of secondary school provide positive and motivational feedback in an appropriate manner, and whether the learners make use of the feedback in their classroom activities. This research is conducted in "Zamoum Mohammed" secondary school in Boghni. To reach the results, we have relied on two theoretical foundations: Ellis and Tod's (2014) theory which demonstrates the effective use of feedback and Frey's and Fisher's (2011) one about the characteristics of feedback. To collect data for this study, a mixed-methods approach has been adopted through using two data collection instruments: a questionnaire that has been distributed randomly to (42) of first year learners, and a structured written interview has been conducted with (3) teachers of English. In terms of data analysis, the close-ended questionnaire items' numerical data are analyzed using Descriptive Statistical method, whereas and the interview and the open-ended questions' findings are interpreted using qualitative content analysis (QCA). According to the results obtained, motivational feedback is a helpful method in improving learners' motivation which plays an important role in stimulating their English language development. Moreover, the results further indicate that incorporating motivational feedback into role-play establish a supportive learning environment, which ultimately enhances learners' active involvement in the learning process. Finally, the teachers apply the appropriate strategies such as, providing specific, understandable, actionable and timely feedback to support learners' learning progress.

Key words : role play activities, positive feedback, motivational feedback, EFL classes, EFL Learners, motivation, participation, self-confidence

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Dedication

I dedicate this works,

To the most important people in my life,

To my beloved mother and father, whose unwavering support, endless scarifies, and unconditional love have been the foundation of my journey.

Every achievement i make is a reflection of your devotion.

To my dear brother, Massi for always standing by my side,

Thank you for always being there.

To my dear sister Kahina.

To my adorable Aunt Nora, your gentle guidance has been a constant source of inspiration.

To my Uncles Rabah, Ahcene and their wives Fatima and Dominique.

To my friend katia.

To Malak.

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List of Abbreviations

- **EFL:** English Foreign Language.
- **L2 :** Second Language.
- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou.
- **MF :** Motivational Feedback
- **QCA:** Qualitative Content Analysis



General Introduction

Statement of the Problem

English as a foreign language (EFL) has become widely accessible today as a means of communication between people from different linguistic background; such as in education, business, internet and international relationship. Therefore, English, with its global reach and communicative power, maintains its role to unite individuals from diverse background in the world.

Recently, the primary purpose of learning English language is considered to be communication, instead of only mastering grammatical rules. Hymes (1972, p. 65) offers a broader concept of competence, namely ‘communicative competence’. The concept of communicative competence is a term coined by the linguist Dell Hymes in (1972, p. 64) He states that a process of learning a foreign language is no longer considered as the ability to understand and learn sentences, but rather it involves the ability to use the language effectively and appropriately in real-life situations. In other words, he described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures. However, mastering English as a Foreign Language is a complex process faced by many EFL learners at schools, where learners may struggle with the lack of opportunities to use language in interactive and communicative environment (Nkhi, 2022). In addition, he identifies in his study that language anxiety and lack of self-confidence in their abilities as major challenges, as learners hesitate to speak in English inside or outside the classroom, because they are afraid of making mistakes or being negatively evaluated by their English teachers. Nonetheless, consistent practice and sustained motivation are essential in the learning process.

Role-play activity has developed as a good instructional method to help teachers deal with challenges EFL learners face. For Arhan and Arafah (2016) define role play as a

General introduction

strategy that plays an active role in promoting learners' involvement in their own learning process and assume part of responsibility for improving communication skills. In addition, role play activity provides a safe environment for learners to experiment with English language use, by making mistakes and errors, so that learners have to learn from them without fear of judgment and punishment.

However, Martinez (2018) argues that the success of these activities largely depends on the type of feedback provided by teachers, among various feedback forms; motivational feedback (MF), which is characterized by encouragement and celebrating small successes. Additionally, motivational feedback not only helps learners to identify their strengths and areas for improvement, but also encourages them to keep progressing. Moreover, Ellis (2009) views motivational feedback as an important instructional strategy, as it offers effective support to EFL learners and fosters their motivation to persist in the learning process.

Previous researches at Mouloud Mammeri University of TIZI-OUZOU, have explored the contribution of feedback and role-play in second language learning, particularly in EFL classroom settings. For instance, an investigation was carried out by Ait Chebib and Amriou (2018), entitled: *“Investigating the use of Oral Feedback in English Foreign Language Classes.”* The objective of this research was to explore how oral feedback contributes to learners' motivation, self-confidence and classroom participation. In fact, their findings emphasized that oral feedback plays a key role in enhancing students' motivation, self-confidence and participation in classroom activities. A second work from the same academic year was conducted by Harouche and Meftah under the name of *“Developing students' speaking skills through Role Play.”* The aim of this investigation was to determine whether role play activities can enhance students' speaking proficiency and foster positive attitudes towards oral practice. They concluded that students have a positive attitude towards role-play activities as a strategy to promote their English speaking skills.

Another study was undertaken by (Liu & Ding, 2009) in regarding role play in English language teaching asserts that teachers use role-play technique to see the performance of students in groups after they were presented a familiar situation for role play. They have also stated that giving feedback to students help them to improve better in English. Sakale (2019) also conducted a study entitled “*The importance role of Teachers’ feedback during speaking activities sin Moroccan classes.*” Sakale concluded that the positive feedback provided by teachers in foreign language classes play an important role in helping students improve their performance, by encouraging them to revise and refine their responses.

In spite of the importance of motivational feedback in the academic success, it has given little attention in recent year mainly in Algerian secondary schools, more precisely at the secondary school of Zamoum Mouhamed in Boghni. Indeed, this current study examins the impact of motivational feedback (MF) in role play activities specifically, its effects on EFL learners’ learning improvement, and how motivational feedback affects their self-confidence, motivation to engage in the English language learning process.

Aims and Significance of the study

This study aims to explore how positive and motivational feedback during role-play activities impact learners’ self-confidence and their motivation to engage in the English language learning process.

The research study has three main objectives. The first objective is to identify the methods EFL teachers use to make motivational feedback meaningful and actionable for learners during role play activities. The second research objective is to investigate the influence of motivational feedback on EFL learners’ overall English language learning development. Finally, the third objective focuses on EFL learners’ perceptions towards the role of motivational feedback in their language learning process.

The study provides valuable insights into how motivational feedback can enhance EFL learners' English language development; especially, during role-play activities. Additionally, how it encourages them to develop their language skills and overall academic performance.

Research Questions and Hypotheses

This research seeks to answer the following research questions:

Q1: What approaches do EFL teachers use to ensure the effectiveness of feedback in supporting learners' engagement and progress in English language learning?

Q2: How does motivational feedback during role-play activities affect EFL learners' English language learning development?

Q3: What are the EFL learners' perceptions towards the impact of motivational feedback on their English language learning process?

The hypotheses:

Building on the research questions presented above, the following hypotheses are proposed for this study:

H1: EFL teachers provide specific and clear feedback during role play activities to make motivational feedback meaningful and actionable for learners.

H2: Motivational feedback provided during role-play activities enhances positively EFL learners' overall engagement in English language process.

H3: EFL learners perceive positive and motivational feedback during role-play activities as significant factor that contributes positively to their overall English language development.

Research Design and Methodology

General introduction

In order to address the research effectively and understand how true the previously mentioned hypotheses are, a mixed methods approach is used in this study, combining both qualitative and quantitative research methods for gathering and analyzing data. The data are collected using two main instruments, namely a questionnaire and an interview. The questionnaire is designed and administered for “forty five (42)” first-year secondary school learners to collect mostly quantitative data about the learners’ perceptions towards the role of motivational feedback in English language learning during role play. Additionally, for qualitative data, written structured interview containing eight questions is conducted with three teachers of English in Zamoum Mouhamed secondary school in Boghni.

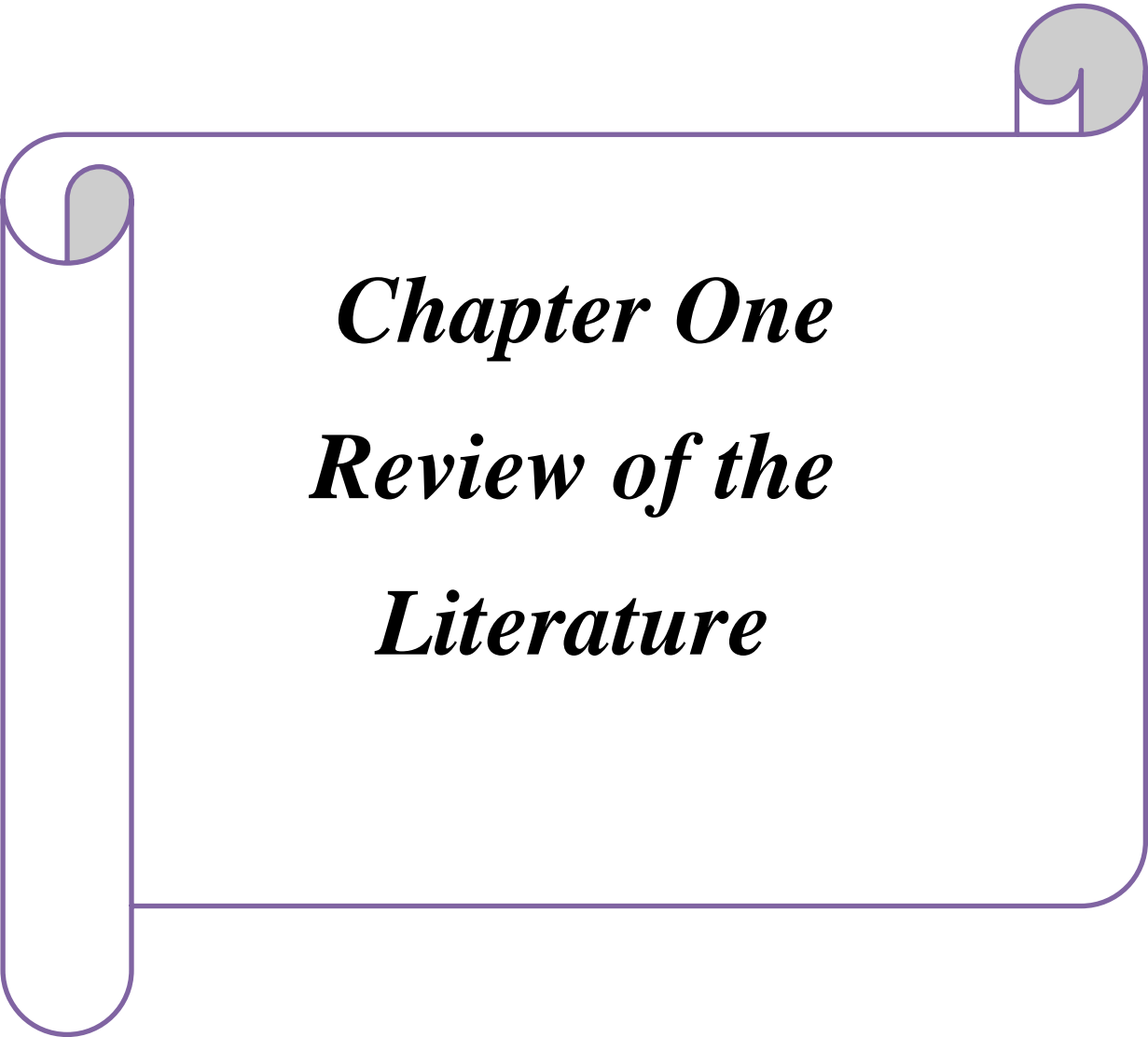
As for the theoretical framework, we have relied on the four characteristics of feedback presented by Frey and Fisher (2011). As well as Ellis and Tod (2014) about the effective use of positive feedback and rewards in students’ English learning process.

Structure of the Dissertation

The overall structure of this dissertation follows the standard structure of academic dissertation. It consists of a General Introduction, four chapters and a General conclusion. The General introduction introduces the field and the subject of the study. It includes the statement of the problem, aims and significance of the study, research questions and hypotheses, the methodology design and the structure of the dissertation. The first chapter is called The Review of the literature, presents the existing knowledge related to the topic; second it consists in reviewing the main theoretical frameworks upon which this study is based. The second chapter focuses on the Research design and methodology, it explains the procedures and instruments used in order to collect and analyse the data. The third chapter shows the findings of the questionnaire distributed for the learners’ and the results obtained from the interviews conducted with the teachers. Finally, the last chapter is The Discussion of the

General introduction

findings, it serves to discuss the results obtained, and tries to provide answers to the research questions and either to confirm or reject the hypotheses. The study ends with a General Conclusion which summarizes the main findings and the conclusions that have been reached throughout the study and provides some suggestions for further research in the field of teacher feedback.



Chapter One
Review of the
Literature

Introduction

This chapter presents a literature review that aims to provide the main theoretical background information related to our research. It is organized into three parts. The first part examines role play as a teaching method, emphasizing its definitions, functions and benefits. The second part introduces motivation and its definitions from multiple perspectives, its types (intrinsic and extrinsic) and their interconnected influence on English learning and learners' participation in role play activities. Then, the final part explores feedback, its definitions, types and its effects on language learning outcomes drawing on Frey and Fisher (2011) and Ellis and Tod (2014) frameworks.

1.1. Role Play Activities

In order to examine the pedagogical value of role play in EFL classrooms, it is first necessary to define the concept such a definition serves the foundation for understanding its educational purpose and its significance in the language learning process.

1.1.1. Definition of Role-Play Activities

Role play activity is widely used in communicative language teaching. According to Brown (2004,p.147) ,*“role playing is a popular pedagogical activity in commutative language teaching classes”*. It involves performing specific roles to stimulate real-life situations, these activities encourage learners to use the English language meaningfully. In the line with Brown, Ali yahya and Al-Arishi (1994,p.339) state that *“role-play activity as a classroom activity that offers to learners the opportunity to practise real world tasks; such as greetings people, asking for directions, ordering food in a restaurant”*...etc. With another sense, role-play activity makes the learning process practical and more realistic, helping learners to use the language in a way that they actually need in everyday life. Therefore,

Savignon (1983,p.206) confirms the notion that role-play activities are considered as an occasion to use a language in authentic situations outside the classroom.

According to Savignon (1983,p.206) “*language should not just be learned theoretically, but should be used in real life context to ensure that it is meaningful and functional*”. As Sanako (2024) offers clarification for this statement by stating that, instead of merely memorizing English vocabulary and sentences in isolation, students have to understand how the language functions in real-life situations. For this reason, role play gives learners the chance to use English language in everyday conversations, instantly to speak in front of their classmates. This understanding increases learners’ willingness to practise in these activities. According to Rayhan (2014), speaking skill is considered as the core of role-play activity. He defines it as an activity where learners can share thoughts or opinions with other people.

Role-play is commonly used in language learning classroom for the benefits it provides in educational environments. Consequently, Ladousse (1987,p.7) lists the main reasons for using role playing activities in the classroom:

- a. Role play is very useful dress rehearsal for real life, it enables them not just to acquire set phrases, but to learn how interactions might take place in a variety of situations. This illustrates the importance of role play in preparing learners for real- world communication. Through the provision of EFL learners with daily life situations, they become more interested since their needs and interests are included (Ladousse, 1987,p.6).
- b. Perhaps the most important reason for using role play is that it is fun. This implies the enjoyable nature of role-play as a crucial motivator for learners, when learners are having fun, they tend to participate more actively in such task. Moreover, She adds that “*once students understand what expected from them they thoroughly enjoy letting their imagination rip*”. It means that, once learners understand their role or what is expected from them to do in

role play, they will enjoy the task by using their imagination to act out different scenarios.

c. Some people are learning English to prepare for specific roles in their lives. For example, role play helps learners to train and be able to consistently deal with real life situations. In addition, it enables them to communicate effectively in any given situation to reinforce their social skills since they perform roles based on social situations.

d. Role play helps many students by providing them with a mask. Some learners become nervous and uncomfortable when they perform in front of their classmates. However, in role play, learners overcome such difficulties by providing them with positive and supportive environment where they interact with pairs and feel comfortable to speak in front of them.

1.1.2. Functions of Role Play

The use of role play in language learning extends beyond simple classroom activities, as it serves several important pedagogical purposes. Understanding its functions helps highlight why it is widely adopted in EFL contexts.

1.1.2.1. Providing Authentic Context for Language Use

Role play is an effective teaching method in EFL classroom settings. According to Amanda (2018), “*role play provides authentic example that students may experience in the real world*”. In another sense, role play activity aids learners in practicing different situations that they may face in the real life. For example, they may pretend to ask for directions, make a reservation in hotel, or having a conversation with pairs. These activities allow learners to learn how to communicate and use language outside the classroom. Thus, role play makes learning experience appear more partial and directly connected to real world situations.

1.1.2.2. Enhancing Communicative Competence

Ampatuan and Jose (2016) consider role play as a practical classroom strategy that

helps students develop their communicative competence, as it offers to students a chance to use the language appropriately, communicate fluently, and achieve greater grammatical and lexical accuracy. It is also advantageous; it allows EFL students having the impression that they are effectively using the language for a communicative purpose. Role play contributes to building their confidence in their capacities to communicate English successfully. In addition, this activity enhances students' self-esteem while also fostering their ability to engage in cooperative learning tasks (Richard-Amato, p.1996).

1.1.2.3. Encouraging Social Interactions and Collaboration

Role play encourages social interactions and collaborations among learners, as it enables them to be fully involved in teamwork, or communication with peers or group. To do so, learners stimulate real-life situations with the intention of developing essential collaborative skills and learn how to build strong interpersonal relationships.

1.1.3. The Benefits of Role Play

Role play provides several benefits that make it an effective method in EFL classrooms.

1.1.3.1. Development of English Fluency and Self-confidence

As Ladousse argues that by incorporating role play activities into learners' language classroom, they can inspire the students to become more fluent and confident producers of their target language. This statement indicates that practicing with role plays can lead to improved speaking fluency. In addition, learners become more comfortable in expressing themselves spontaneously with the English language, which is invaluable in real-world conversations. Moreover, also Rahayu (2015, p. 64) goes further arguing that role play helps shy students, who have difficulties in conversation, by providing a mask, so they can improve their ability to speak and interact in any situation. That is to say, role play helps shy learners

who find it difficult to speak during oral conversation, by giving them a chance to speak through a character, which helps them to feel less afraid and stressful.

1.1.3.2. Increase Learners' Engagement with English Learning

Role plays increase learners' engagement with English language learning in the classroom. According to Ladousse (1987) role play can be highly motivating for English language learners, when the students are motivated, they are likely to participate in role play activities to actively practice the language, and make progress in their language skills. It means that, since role play makes the learning process more enjoyable and interesting, learners feel more excited to participate in such activities.

1.1.3.3. Opportunities for Creativity and Experimentation

Ladousse (1987) claims that the use of active learning techniques increases the possibility of suiting learners with different learning styles to explore their creativity and imagination by taking on various roles and engaging in different situations to actively engage with the language. For this reason, this activity offers students valuable opportunities to experiment with the language, as they try new vocabulary and expressions in English.

Then, Brewer (1995) highlights role play, as a pedagogical approach that gives students several advantages:

1. Increasing student motivation
2. Development of student creativity;
3. Enjoyable for students;
4. As involved students it increases learning benefits from participation;
5. Improving social understanding, critical thought
6. It enhances communication skills and Students could communicate their being, humor, and personal style of communication.

Therefore, according to this author, role-play is an adequate method to increase students' interest in the learning process and enhance their communicative skills to speak English language fluently and accurately.

Overall, role play is widely regarded as a valuable pedagogical strategy because it combines communicative practice with active learner engagement. Unlike more traditional methods, it provides students with opportunities to use the target language in realistic and purposeful situations, which makes the learning process more meaningful and memorable. Nevertheless, its effectiveness depends greatly on the teaching context. For example, Dörnyei (2001) points out that 'learners' willingness to communicate is strongly influenced by the classroom environment and peer dynamics. This suggests that factors such as large class sizes, lack of adequate resources, and rigid curricula can create obstacles that limit its success. In addition, cultural norms may influence learners' willingness to participate, as some students may feel anxious to express themselves in front of their peers. For this reason, teachers require not only proper training but also continuous institutional support to manage these challenges and to adapt role play activities in ways that suit their learners' needs and socio-cultural environment. When these conditions are in place, role play does more than improve language proficiency; it also strengthens learners' self-confidence, increases their motivation, and encourages them to take an active role in the classroom. In this way, role play represents a powerful tool for promoting both communicative competence and personal growth in EFL learners.

1.2. Motivation in Language Learning

Motivation plays a vital role in the process of language learning. It drives learners to engage actively and persist in developing their skills.

1.2.1. Defining Motivation

Motivation is introduced by many scholars, mainly as the force that drives people to do

something. As Mullins (2002) , presents motivation as a “*driving force*” that pushes learners to achieve goals. This suggests that motivation pushes learners to study new things and encourages them to keep trying. According to the McMillan Dictionary (1981) motivation is the reason for the actions; which gives purpose and direction to behaviour. Similarly, Cox and Hurst (2023) define “*motivation as what encourages people to set goals and then to take actions to work towards achieving these goals*”. As (Dornyei,2000 cited in Petsche , 2009, p.11) suggests that motivation is the choice of a particular action and the continued effort expended on achieving certain objectives. That is, motivation is responsible for why people decide to do something or an activity, how long they are willing to sustain the activity, and how hard they are going to pursue it (Petsche, 2009). This statement emphasizes the importance of motivation in both identifying objectives and putting more efforts to accomplish them.

In the context of education, particularly in EF language learning, motivation plays a crucial role in encouraging learners to actively engage in the learning process, achieve their academic goals, and persist in dealing with academic challenges. Thus, it is strongly influenced by cognitive, emotional and social factors; such rewards, parent involvement, peers, personal experiences, personal interests...etc. (Petsche, 2009). Additionally, Cox and Hurst (2023) highlight that “*motivation comes with many benefits including; increase in efforts, energy, persistence, creativity and enhancing cognitive processing*”. This indicates that EFL learners who are motivated, are able to practise and improve their English language skills, at the same time stay focused and creative. For this reason, learners are better able to maintain the four English language skills; such as listening, speaking, reading and writing and use English language more effectively (Cox & Hurst, 2023).Therefore, Gardner (1985) argues on the exact definition of motivation. He claims that “*motivation is perceived as a goal-directed factor since it involves four aspects: a goal, effortful behavior, a desire to reach*”. In

other words, motivation is the force behind the student's overall learning persistence and success

Motivation takes a very important part in the learning process, especially in second or foreign language learning. When there is no motivation in the classroom, the language learning will not develop successfully. Also, motivation is an internal factor that leads someone to do something. For this reason, there are two basic types of motivation called intrinsic and extrinsic.

1.1.2.2. Types of Motivation

In educational context, motivation is considered as an essential factor that guides the actions of learners. According to self-determination theory (SDT) by Deci and Ryan (1985).It can be classified into two distinct types; intrinsic and extrinsic motivation.

1.2.2.1. *Intrinsic Motivation*

Ryan and Deci (1985, p.56) came up with the following definition of intrinsic motivation: "*Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards.*" It means that, intrinsic motivation comes from learners' internal desires. Thereby, learners experience a sense of determination driven to complete a task because they value the task itself, and find it interesting or exciting. In other words, learners who are intrinsically motivated, they may have internal reasons for wanting to engage in the process of language acquisition. For instance, when a person who intends to read a book because they find the topic introduced inherently interesting, rather than reading it because they are required writing a report on it.

Hence, this type of motivation encourages for deeper engagement and persistence in tasks, as individual finds value and satisfaction with the activity itself. Moreover, Cox and Hurst (2023) confirm the idea that learners who are intrinsically motivated, are more likely to stay engaged in their learning and face challenges and difficulties with a positive attitude.

1.2.2.2. Extrinsic motivation

Extrinsic motivation on the other hand, means being driven to achieve something often by external factors; such as teachers. When motivation arises from external sources, individuals are encouraged to achieve better outcomes (Cox & Hurst, 2023). In addition, Petsche (2009, p.18) claims that “*extrinsic motivation relies on the use of rewards or reinforcements to get students to engage in activities*”. For example, in the context of English Language Learning, teachers are one of the important factors that can influence learners’ motivation. Teachers can provide kind of positive and motivational feedback to encourage learners to improve better their English skills, Moreover, since intrinsic motivation comes from within; extrinsic motivation refers to motivation that comes from external factors that provide satisfaction and pleasure that the task itself may not provide (Petsche, 2009, p.18).

Therefore, motivation is the most important component in the educational environment that promotes the learning process in which, without it, it can be a big challenge to take action or complete an activity. In general, both intrinsic, together with motivation in education are important for encouraging learners to learn and achieve their extrinsic academic goals. That is to say, using both types of motivation together can create a good balance for success and growth.

1.2.3 The Influence of Extrinsic Motivation on Intrinsic Motivation

Extrinsic motivation is when used correctly and effectively, can help to foster intrinsic drive. Regarding this, Khaliq et al (2023, p.388) state that “*extrinsic motivation can be*

encouraged initially and can develop into intrinsic motivation as learning develops". This quote indicates the enhancement of learners' self-motivation to learn and achieve academic goals through extrinsic reinforcement. For example; providing external positive and motivational feedback, and rewards for learners' hard effort. Additionally, Harry (2018) supports this idea that extrinsic motivation can be a means to hold learners' attention, get them emotionally invested and act as a door to intrinsic motivation. It means that, external rewards provided by teacher can initially capture learners' focus, making them emotionally interested in engaging actively in their learning process. Also, it is important noting that, once teachers provide learners with positive reinforcements, they might feel desired and interested to acquire new linguistic skills or knowledge. In simple term, after these skills have been learned, learners may become intrinsically motivated to keep going with an activity (Kendra, 2023).

In teaching learning process, usually teachers use the most popular motivational technique, such as reinforcement to motivate their students to obtain better results. Many research studies have proved that the motivational techniques that teachers use in classroom activities can increase learners' performance. In this case, teachers automatically take serious measures to motivate their students (Adeleke, 2014, cited in Khaliq et al, 2023, p.388). Hence, extrinsic motivation can encourage learners to develop a deeper internal desire for the activity (Kendra, 2023).

1.2. 4.The Role of Motivation in Role-Play Engagement

Motivation is considered as an important element when it comes to teaching and learning process. At the same time as learners feel motivated and interested; they often take part in role-play tasks to use the English language in various meaningful contexts as well as to communicate with others from different backgrounds. Additionally to this, motivated person,

as Gardner (1985) suggests, is someone who wants to reach clear goals, make hard efforts to achieve those goals, and more importantly experience satisfaction to involve in classroom activities as role-play activity. For instance, once learners realize that participating in this activity aligns with their personal goals, they become more interested to participate in role play (Gardner, 1985).

Teacher-Student relationship is another important factor for the motivation of the students. Teachers can make an interactive and friendly relationship with their students. Thus, it can make the learners more goal-oriented and motivated for learning.

It is worth to note that, reminding EFL learners about the benefits of participating in role play activities can inspire and motivate them to actively engage within these activities to learn and use English language more effectively (Jennifer, 2024). To put differently, EFL teachers may share their own experiences with role play activities and their wider positive outcomes in learning a second or a foreign language, they become highly motivated and interested.

In additions, as stated by Jennifer (2024)” *Celebrating achievements gives students a sense of accomplishment and motivates them to continue working hard.*” it means that celebrating achievements, and efforts or giving feedback to students, can be a powerful motivator. She states that:

Feedback is a powerful tool for motivating students. It’s important to provide regular, constructive feedback that highlights students’ strengths while, also offering guidance on areas for improvement. Positive feedback can boost a student’s confidence and motivate them to keep going, while constructive feedback helps them understand where they need to focus more effort. Approach not only helps students improve but also makes them feel supported in their learning journey Jennifer (2024).

This quote emphasises the idea that, it is important to provide learners with positive feedback

that can motivate them to participate and engage in role play activities. Therefore, It is an important factor that has a positive influence in any educational learning process especially in learning foreign language.

1.3. Feedback in EF Language Learning

Feedback is an essential element in the language learning process. It guides learners in improving their performance and progressing more effectively.

1.3.1. Definition of Feedback

There are multiple methods in the educational process that assist learners to feel more motivated in classroom setting. According to Hattie and Temperly (2007, p.81), “*Feedback is information provided by an agent regarding aspects of one’s performance or understanding.*” This means that, feedback is an effective strategy to show to learners what they did right and what they need to improve. In addition, as Ambrose et al (2010) mention that feedback is “*information given to students about their performance that guides future behaviour.*” This means that, providing learners with information about their performance and progress that guides them for improvement in future tasks.

Additionally, feedback plays an important role in identifying areas where learners are required to improve better their performance by addressing the actual and the desired level. As introduced in Ramaprasad (1983)’s words:

Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way. Information on the gap when used to alter the gap becomes feedback. If information on the gap is merely stored without being utilized to alter the gap it is not feedback (Ramaprasad, 1983, p.4-5).

So, feedback aids learners to view the difference between their current level of performance and the desired or expected outcomes.

In relation to what is said above, this information becomes feedback only when it is used to change that gap. In addition, the same idea is stated by Askew (2000) in her work 'Feedback for learning' that, "*Feedback is a judgment about the performance of others with intention to close the gap in knowledge and skills.*" Therefore, Feedback is a kind of giving additional information to learners regarding their performance and what need to be modified and changed in their future production and performance (Ellis & Tod, 2014).

1.3.2. Types of Feedback

Feedback represents a key element in shaping learning performance of learners. It can be categorized as negative or positive.

1.3.2.1. Negative Feedback

Negative feedback is used by teachers to show their disapproval and dissatisfaction about learners' performance during an activity. Therefore, Students often view negative feedback as punishment (Selwa & Miyada, 2018). In addition; such feedback is defined by Airey (2024) as "*comments that focus on incorrect responses and areas for improvement. As such, negative feedback ignores correct responses, achievements and individual strengths and simply gives advice on what needs to be changed*". He emphasizes the idea that teachers correct only the incorrect responses and they ignore the achievements and learners' strengths and efforts. Similarly, Harmer (2000) notes that "*over correction may inhibit them and take the communicativeness out of the activity.*" It means that, over correction and criticism without offering clear guidance, it does not support learners to improve their English skills. However, it discourages them and affects negatively their progress which makes learning more difficult. Furthermore, Irons (2008) emphasizes that feedback is the process that should

aim at guiding learners to better perform in classroom activities as role play activity.

So, negative feedback can reduce learners' self-confidence and their willing to engage in in future role play activities. Seligman (1979) reports that teachers' negative feedback leads students to become helplessness, after students receive huge amount of negative feedback, they tend to see that no matter how much effort they put into a task, teachers will never give them recognitions.

Therefore, students' lack of participation in the class may be resulted from negative feedback that has affected drastically students' involvement (Outbir, 2015, p.7).

To sum up, Outbir (2015, p.8) indicates that negative feedback tends to stress much influence on students' learning, as teachers' negative feedback may evoke the undesirable repressed feelings that may lead students to fail and not see themselves as active in the classroom. Moreover, Schwartz (1993) and Truscott (1996) believe that positive feedback is enough for students to learn a language. While negative feedback stresses some bad negative outcomes that may affect badly students' learning, and can limits their active engagement and involvement within classroom activities. Thus, it can be understood that teachers' positive feedback encourages EFL learners to work on their language and set chances for themselves to practice that language in classroom activities (Outbir, 2015, p.6).

1.3.1.2. Positive and Motivational Feedback

This type of feedback represents the main concern of this study. According to Matthew (2024) "giving *positive feedback to students is an essential component of effective teaching*". This affirms that positive feedback is one way to create supportive English teaching environment. In fact, feedback is part of teaching process, and mainly takes place after learners have performed in an activity. In addition, positive and motivational feedback can be provided in countless manners. For example, when the teacher gives motivational feedback to

learners they might say « I really appreciate your desire and motivation to learn and means a lot to me as a teacher. » or « I am proud of the progress you have made». This kind of feedbacks appreciates learners' hard work and achievement. So, it can boost their confidence and make them more willing to continue improving and progressing.

Moreover, in the classroom, the teachers can guide learners' attention to feel focused, and more interested in their learning process. Indeed, rewarding their efforts, with positive and motivational feedback, learners become more confident in them to participate actively in classroom activities more specifically; in role-play activities. For students, positive feedback is more meaningful than negative feedback. Thus, as suggested by Askew and Lodge (2000, as cited in Cindy, 2018, p.34.) "*in order to be effective, positive feedback must aid in the improvement of learning*", by motivating students, increasing confidence, uncovering meaning, and or increasing understanding and connections to demonstrate an outcome.

Cindy Stefanny (2018) conducted a study on positive feedback as an affective filter reducer to increase intrinsic motivation in L2 learners at high school. In fact, the study used a qualitative approach for the purpose of exploring the implementation of positive feedback as a technique by teacher that may affect student's intrinsic motivation and classroom environment. The main focus was the oral English presentations students do at the high school level. It was possible to establish that feedback is one of the most powerful influences on English learning and achievement, but this impact can be either positive or negative. However, providing positive feedback is considered as the best method to build a supportive classroom environment. Consequently, Cindy Stefanny has reached important results which indicated the importance of inspiring learners with positive feedback to improve their communication skills. The findings are summarized as follows:

Positive feedback is a significantly useful strategy that can be used for reducing feelings as

anxiety, shyness, among others in students.

Positive feedback aids improvement of learning, increasing students' confidence.

Feedback is an effective filter reducer may increase intrinsic motivation in L2 learners to improve oral development in secondary classroom.

The teachers should assimilate the principals of positive feedback characteristics for implementing them effectively, for example, when and how feedback should be used.

1.3.3. Feedback in Role-Play

Role play is a common and effective method, which provides authentic examples that students may experience outside the classroom. Implementing these scenarios in classroom with the aim of improving student's communication, classroom motivation, and overall speaking skills (Rojas & Villafuerte, 2018).

However, role play alone is insufficient to ensure learning process and learners' improvement, as it is required form teacher to appreciate the persistent efforts of EFL learners with feedback to improve their performance in such activity and overall learning process.

In a classroom, the teacher who is the leader has to know the appropriate teaching methods that advance develop their students' abilities in learning a language. According to Hannah (2021), Teachers often aim to inspire, encourage and motivate learners to keep trying and improving. They might say « it is normal to fail but, you should always remember, that keep trying is part of the learning process. » or « I believe in you, you can improve better than this. » These positive rewards greatly support learners to take risks and experiment with new ways to practise more their English language in a meaningful context, and engaging more deeply with the learning process.

In addition, Peter (2022) mentions that *“positive feedback promotes the development of EFL learners’ English language proficiency, ensuring that they can improve without being discouraged by teacher’ excessive corrections of mistakes”*. Ultimately, consistent reinforcement enables learners to enhance their English skills and further their language learning development.

According Davion (2017, p.47) *“creating a positive learning environment helps students by making them feel emotionally safe. When students feel safe in the classroom environment, they are more likely to take risks, and engage in learning activities without fear of criticism”*. This leads to increase participation and engagement in a positive learning environment as roleplay activities.

In addition, he states that *“a continued support creates an interactive and supportive classroom environment, where learners feel motivated and encouraged by motivational feedback”*. Thus, this support can reduce the feeling of anxiety in classroom activities (ibid).

Additionally, Davion (2017) further states that:

Teachers who are responsible for creating a supportive environment that facilitates and increases students’ learning, often provide this external support. The teachers’ role in facilitating students’ motivation is perceived through their support for developing students’ autonomy, relevance, relatedness, competence, teachers’ interests, and teachers’ self-efficacy about teaching their subject. Students’ motivation to learn can be intrinsic or extrinsic, the role of the teacher in supporting their learning and creating the right environment will further enhance their motivation to learn (2017, p.48).

Therefore, teachers play a vital role in increasing students’ learning through motivational support (Schuitema, Peetsma, & Oort, 2016, as Cited in Davion, 2017, p.46).

1.3.3. Benefits of Motivational Feedback in Overall Learning Process

Motivational Feedback is an effective method that provides countless benefits in creating supportive and motivating EFL classroom environment. Ellis and Tod (2014) further claim that teacher can supply some positive feedback that helps the pupil to recognise what they have achieved.

In Obilor's work (2019) "*Feedback and students' learning*", states that '*Feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, use it, and hopefully make changes for better*'. That is to say, feedback is a very important aspect of teaching and learning environment.

Additionally, Obilor's contributions (2019) emphasize the significant impacts of effective feedback in driving growth and overall learning progress. Among them:

- 1-Enhance students' desire to learn, by increasing their self-esteem and confidence whenever possible, by helping them to believe that they can indeed achieve the intended Learning outcomes.
- 2-Encourages students to gain some control of their learning which enhances students' learning and academic achievement.
- 3-promotes curiosity and encourages students to try new behavior, especially when students interact with one another.
- 4-motivates students to move forward into their next episode of learning by doing and focusing their efforts to make their next work better.
- 5-Provides clear information about students' behaviour and what is expected of them, as students use this information to enhance their learning skills, and academic performance.

Adopted from Obilor (2019, p.45-46)

So, motivational Feedback is highly important in the development of learners' competence and confidence in English learning process during role play.

1.4. Theoretical Framework

The final section of the literature review presents the theoretical framework on which the study is based.

Frey and Fisher (2011) present the four characteristics of feedback which are: timely, specific, actionable and understandable. And Ellis and Tod (2014) about "Effective use of positive feedback and rewards" in students' English learning process.

1.4.1. Characteristics of feedback

EFL teachers should take into consideration some features in order to give positive and motivational feedback to their learners. The two researchers Frey and Fisher (2011) mention the feedback's criteria are:

1.4.1.1. Timely

Effective learning often depends on the timely feedback, which allows learners reflect on the feedback immediately. Fisher and Frey (2011, p.71) assert "*Feedback is more powerful when it is linked as closely as possible in time with student performance.*" That is, providing feedback immediately after the activity, learners can easily remember what well they did, and apply the suggestions provided by teacher to better perform next activity. This helps them improve faster because the advice is fresh in their minds.

1.4.1.2. Specific

It is claimed by Fisher and Frey (2011, p.72), giving specific feedback means giving a detailed and clear feedback about learners' performance. It identifies specific areas where learners performed well, and what needed improvements in next activities. For instance, when

learners understand what exactly did well what is the next step to take later, they will be able to make “*adjustments and improve their performance*”.

1.4.1.3. Understandable

Effective feedback is meaningful when it is easy to understand by learners. Frey and Fisher (2011, p.73) argue that: “*if the feedback is not understandable, the students probably are not going to learn, despite the time that the teacher has put in providing feedback. So, they declare that the informative feedback should not be only timely, but also understandable*”. This indicates that the given feedback should be understood by all learners in order to help them to improve their English learning skills.

1.4.1.4. Actionable

Learners should have opportunity to act on the information provided by teachers. Therefore, Frey and Fisher (2011, p.76), note that “*Students should be able to self-adjust—review, revise, practice, improve, and retry based on the feedback they get*”. It means that, English teachers should provide learners with practical steps or suggestions that they can be applied immediately, in order to strive for success, and enhance their performance, ensuring that learners understand easily what need to be changed and improved. Furthermore, Frey and Fisher (2011,p.76) claim that when teachers provide students with explanations about their correct and incorrect responses ,or what they have done well and what they need to improve, so they could positively address their incorrect responses.

Thus, EFL learners should be aware and take into consideration their teachers’ feedback to reach good outcomes during their English learning process.

1.4.2. The Effects of positive feedback on students learning

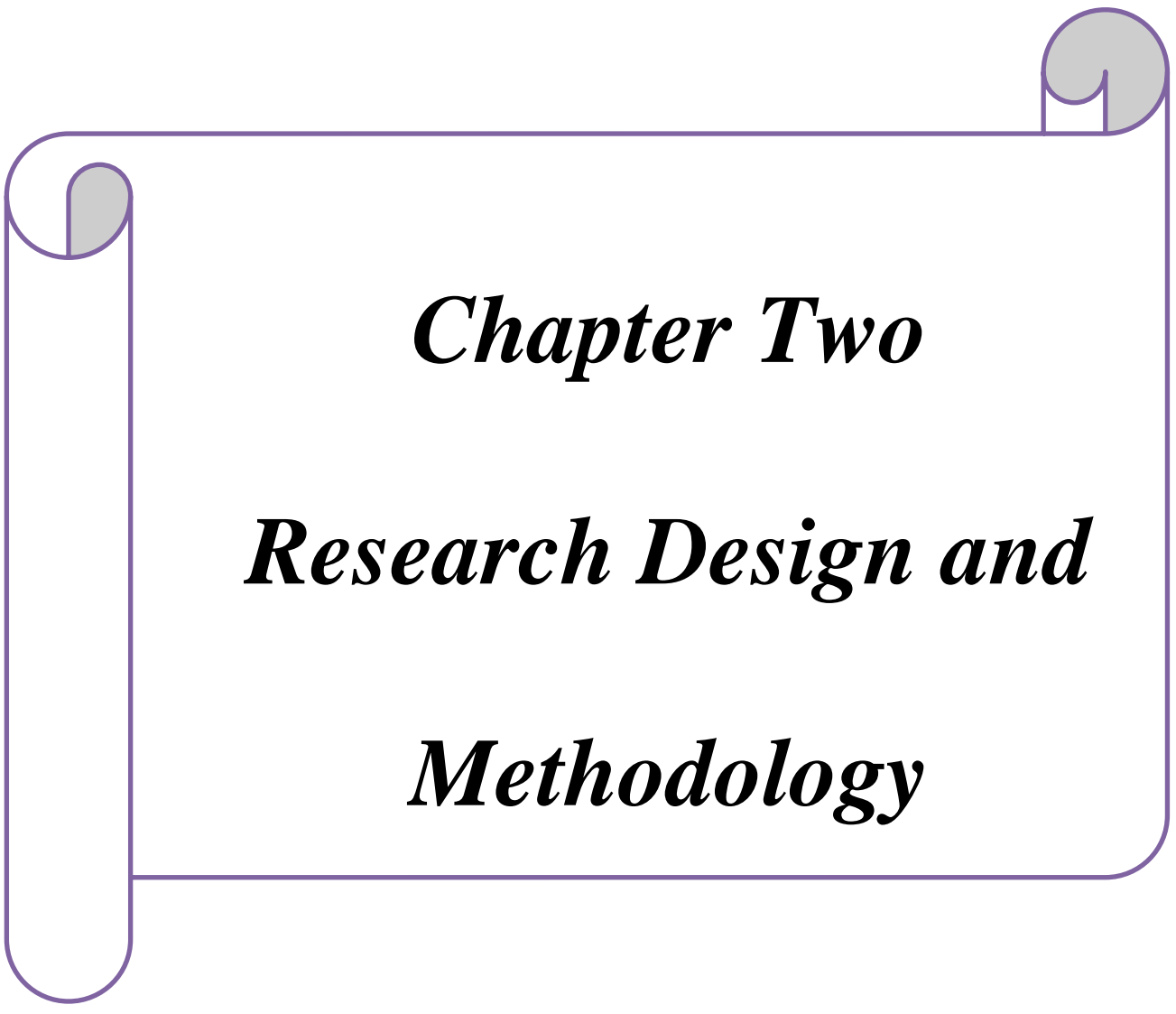
This work is also based on the theoretical perspective of Ellis and Tod (2014), who emphasize the pivotal role of teacher's feedback on students' learning experiences, and academic achievements, more precisely; they have emphasized the importance positive feedback in increasing learners' motivation to actively engage in English learning and building their confidence to learn English language and also enhancing their academic performance. In the same line, as mention in their work, feedback may motivate students to strive for academic achievement by providing them with positive feedback and rewards.

Additionally, Ellis and Tod (2014) highlight that positive feedback when is delivered effectively, boosts students' confidence and identify areas for improvement. Moreover, it is clear that, it plays a crucial role in English language development.

Ellis and Tod (2014), mention that the effective feedback has been demonstrated to improve academic accomplishment, self-efficacy, and critical thinking abilities. Thereby, the growth and the development of pupils' learning of English are greatly benefited by specific, timely, and actionable feedback (Frey & Fisher, 2011).

Conclusion

As a conclusion, this chapter deals with the review of previous works about the impact of positive feedback on learners' English language learning process; particularly during role-play activities. It is divided into three main sections. The first part introduces the different definitions of role-play activity and the main reasons for using it. Then, it presents the definitions and the role of motivation in role play engagement and its two main types. It also encompasses the theoretical framework of Fisher and Frey (2011) and Ellis and Tod (2014) about teacher's feedback on which our dissertation is centered. The coming section attempts to investigate the research design and involving the procedures of the data collection and analysis.



Chapter Two

Research Design and

Methodology

Introduction

This chapter is methodological. It describes the procedures of data collection and data analysis adopted to answer the questions of our research. Firstly, this chapter outlines the research method, describes the context of the study, and the participants involved. Secondly, it introduces the data collection procedures, namely a questionnaire that is administered to forty five (45) first year learners of ‘Zamoum Mohamed’ secondary school, situated in Boghni, in addition to a written structured interview with three teachers of English from the same secondary school. Finally, it ends with the procedures of data analysis which consists of quantitative and qualitative analysis procedures used to analyze and examine the data obtained from the instruments used.

2.1. Context of the Investigation and Sample Population

The current investigation has taken place in an educational setting; more precisely in ‘Zamoum Mohamed’ secondary school situated in Boghni, during the academic year 2024-2025. The representative sample of this research consists of first year secondary School. From the total population, we have managed to collect a sample of forty five (45) learners to whom the questionnaire is administered in a printed form on the 13th of Marche, 2025.

Convenience sampling represents one of the simplest ways of data collection from the entire population. In which each individual of the population has an equal probability of being chosen. The choice of selecting 45 students through a probability sampling technique was intentional, as it ensured a fair representation of the larger population while keeping the study manageable. This number was sufficient to obtain valid and reliable data and answer the research questions without unnecessary complexity.

2.2. Research Method

This research adopts the mixed-method approach to collect data, which is a mixture of both quantitative and qualitative data in order to collect the appropriate and suitable

information to my research study. Dovetail Editorial Team (2023) defines this approach as: mixed methods research allows for a more thorough exploration of a research question. It can answer complex research queries that cannot be solved with either qualitative or quantitative research. It means that, mixed methods research is a popular method for researching today, allowing for a deeper exploration of a research question.

As asserted by Bergman (2008, p.4), the mixed methods approach aims to overcome the epistemological differences between quantitative and qualitative paradigms and to provide a royal road to true knowledge. Therefore, the quantitative method by itself is insufficient for our work because open-ended questions and interviews are needed to give a chance to participants to express their ideas. That is to say, mixed methods research is an excellent selection to answer research questions when quantitative or qualitative data independently will not inadequately address research issue (Dawadi et al. 2021, p.4).

2.3. Procedures and Tools of Data Collection

With the aim of collecting the appropriate data related to our investigation, we have adopted two main research instruments. The first instrument is the questionnaire that is handed out to first year learners of “Zamoum Mohamed” secondary School. The second instrument is a written interview that is conducted with three English teachers of “Zamoum Mohamed” Secondary School.

2.3.1. Learners’ Questionnaire

Questionnaire is an effective instrument that aims at collecting information from respondents. As Pritha (2021), states that “a questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information.” That is to say, a

questionnaire is a list of questions that are distributed to participants to collect their opinions and experiences regarding specific topic. Furthermore, a questionnaire is also defined as “*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*” (Brown, 2001,p.6).In other words, a questionnaire is a set of written questions used to collect information from respondents either using closed-ended questions that limits responses, or offer respondents fixed set of choices to select from, or by using open-ended questions that allow respondents to give answers in their own words (see appendix 01) .

The questionnaire of this study was designed and addressed to first-year classes of “Zamoum Mohamed “Secondary School. Forty -five (45) questionnaires were handed to the above stated sample. After having collected them, we have received only forty- two (42) out of forty -five (45). Furthermore, the questionnaire is made up of twenty five (23) questions of both types: close-ended and open-ended. In fact, we have started with a brief introduction for the purpose to inform the respondents about the topic, and to explain for them the importance of their collaboration and contribution to fulfill this investigation. This questionnaire is divided into three main sections. The first section is concerned with the general background information of EFL learners. The second section is named “Learner’s experience with Role-Play”. And the third section is aimed at exploring Learners’ perceptions towards positive and motivational feedback provided by their EFL teachers.

3.1.1. Piloting the learners’ Questionnaire.The questionnaire has not been distributed directly to the EFL learners, as it has been piloted firstly with three learners on the 11th of March 2025. It is essential to mention that, the piloting process is an important step that allows identifying any issues before distributing the final questionnaire to the participants. After this stage, the questionnaire is administrated to the respondents between the 13th and 17th March 2025. The English version of the questionnaire is translated into Arabic to make it

more easier and understandable for the participants to respond.

During the piloting phase, the questionnaire was tested with a small sample of participants to check its clarity and practicality. Feedback revealed that some items were difficult to understand, and a few were considered too long. In response, the wording of these items was revised, long questions were shortened, and clearer instructions were added. These adjustments ensured that the final version was easier to follow and more suitable for collecting accurate data. The questionnaire items were designed based on the theoretical concepts discussed in the literature review. During the piloting phase, some questions were found unclear or too long. We simplified their wording, removed repetitions, and improved the instructions. Ethical considerations were respected, as participants were informed about the aim of the piloting, their answers were kept confidential,

1.3.2. Teachers' interviews

In this research, we have employed interviews as a second valuable tool to gather qualitative data. During this study, we have conducted a written structured interview with three (03) English teachers of "Zamoum Mohamed "Secondary School in Boghni between 17th and 19th of May 2025. This written interview comprises of eight (08) open-ended questions which aim to gather information about teachers' use of positive and motivational feedback during role-play activity, its role in creating a positive classroom environment for EFL learners to learn English language and the way, the manner in providing it (see appendix 02).

Therefore, the interview is appropriate for the current study, as a second procedure that allows teachers to express their idea freely and give their insights and opinions about the topic being discussed in this research. In fact this interview consists of different questions associated with the elements which are; the four characteristics (timely, specific, understandable and actionable) as well the impact of positive and motivational feedback on

learners' motivation overall English language process.

4. Procedures of Data Analysis

Since the research is based on mixed-methods approach for gathering data. The quantitative data obtained from the close-ended questions of the learners' questionnaire are analyzed by implementing Descriptive Statistical Method. Whereas the qualitative results gained from the open-ended questions of both the questionnaire and the teachers' interview are analyzed through Qualitative Content Analysis (QCA).

4.1 Descriptive Statistical Method

The quantitative data gathered from close-ended questions are analyzed and interpreted, by adopting the mathematical formula labeled Rule of Three in order to calculate the percentages. In fact, for better readability of the results obtained, are presented by means of pie-charts, diagrams and tables.

4.2. Qualitative Content Analysis (QCA)

The qualitative content analysis is a data analysis method used to describe, analyse and interpret the findings and the results obtained from the open-ended questions of EFL learners' questionnaire and teachers' written interview of the research study. Hsieh and Shannon (2005:1278) introduce Qualitative Content Analysis as "*a research method for the subjective interpretation process of the content of text data*". It means that, a researcher engages deeply with the data gathered through the open-ended questions of students' questionnaire and the interviews conducted with teachers. To put it differently, Qualitative Content Analysis is a suitable method to interpret the qualitative data gathered from the interview and the open-ended questions involved in the questionnaire since it is possible to interpret, and reduce a huge amount of data into well organized and meaningful texts (Robert Philip, 1990).

Conclusion

This chapter summarizes the research design and methods used in this study. It first provides a general overview of about the research methods, the context of the study and the sample population which includes the teachers and the learners. Then, It also addressed the tools that were used to gather the necessary data, namely the learners' questionnaires and the teachers' interviews. Finally, the final section devotes to the data analysis procedures, introducing the two methods that are followed to analyse the collected data, namely the descriptive statistical method for the quantitative data and the Qualitative Content Analysis for the qualitative data.



Chapter Three
Presentation of the
Findings

Introduction

This chapter is concerned with the presentation of the findings collected throughout this current investigation. It is divided into two sections. The first section presents the data obtained from questionnaire that is addressed to first-year learners to collect their opinions about teachers' use of positive and motivational feedback. The second section covers the presentation of the outcomes gained from the English teachers' written interview that is designed to review their use of feedback in EFL classes. The results are presented in diagrams, pie charts and tables.

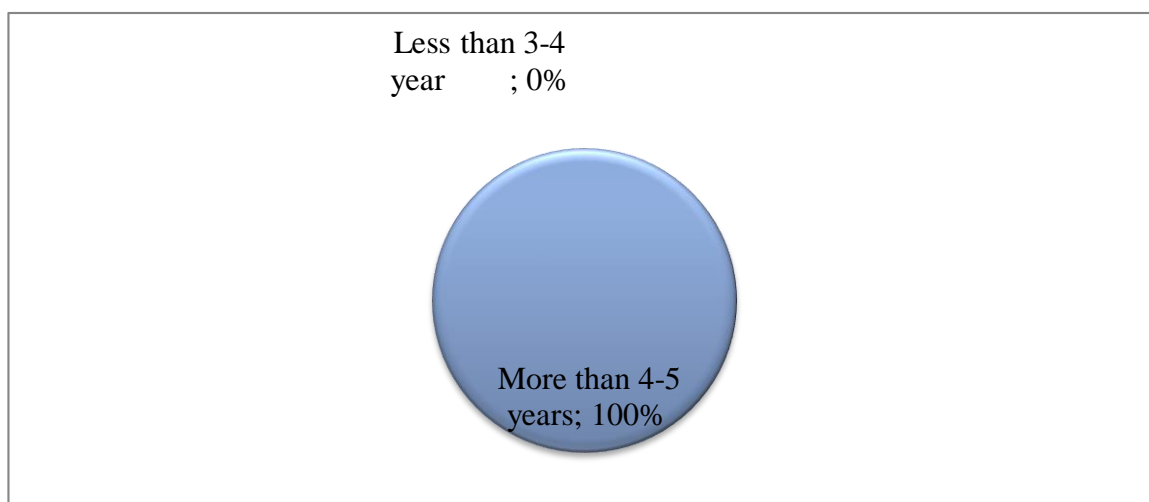
1. The Questionnaire's Results

Out of the fifty five (45) questionnaires that have been administered to first year learners in 'Zamoum Mohamed' secondary school, we have collected forty-two (42) questionnaires. The answers to the questions from the questionnaire are presented using diagrams, pie charts and tables.

1.1 Section one: General Background Information

Q. 1. How long have you been learning English?

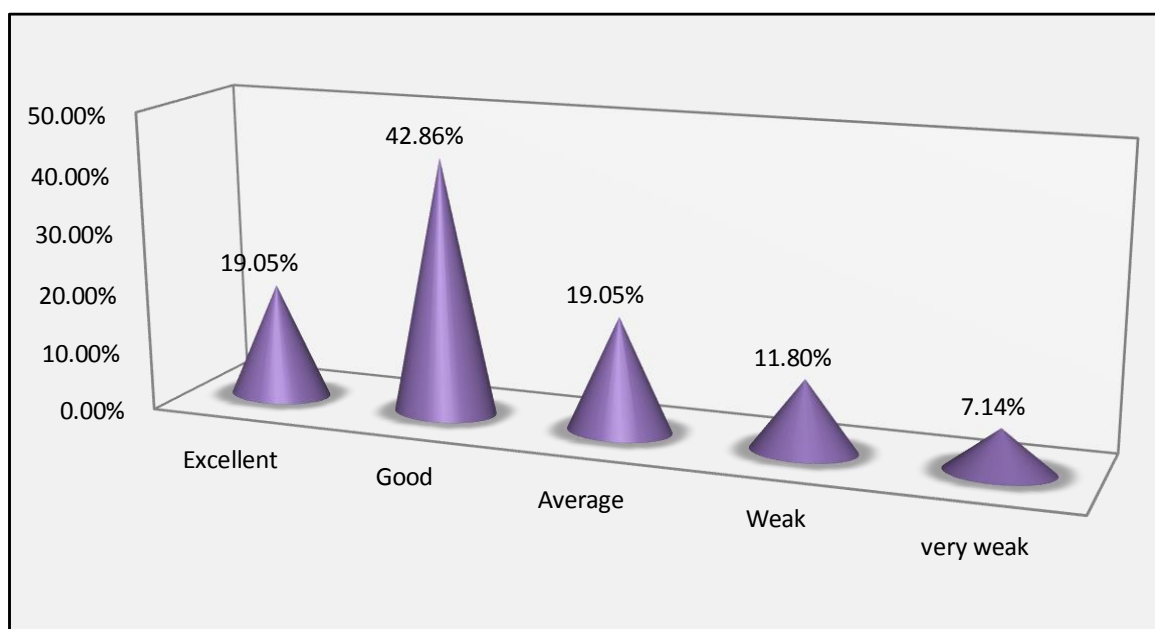
Figure 01: Learners' English Learning Experience



This question aims to collect information about learners' experience with English language learning. As shown in this figure one, all the participants reported that they have been learning English for more than four year. This suggests that learners have a relatively strong exposure to English learning.

Q.2. How do you perceive your level in English?

Figure 02: Learners' Level of English



The figure two represents the learners' perceptions towards their level in English language. As it is shown in this diagram, a large number of respondents 42.86% answered that their level in English language is good, and about 19.05% said that their level is excellent; around 19.05% claimed that their level in English language is average. In contrast, with the minority of learners 11.80%+7.14% 18.94 % asserted that their level in English is weak or very weak, who may struggle to participate in the classroom activities.

Q.3. Do you participate in the classroom?

Table 01: Learners' Participation in the classroom.

Responses	Yes	No
Participants	36	6
Percentages (%)	85.71%	14.29%

Table one reveals that a great number of learners 85.71% claimed that they participate with their teachers, which suggests that the majority of learners are actively involved in the classroom, whereas 14.29% of them claimed that they are passive learners and they do not participate in the classroom.

If your answer is ‘No’, would you explain why?

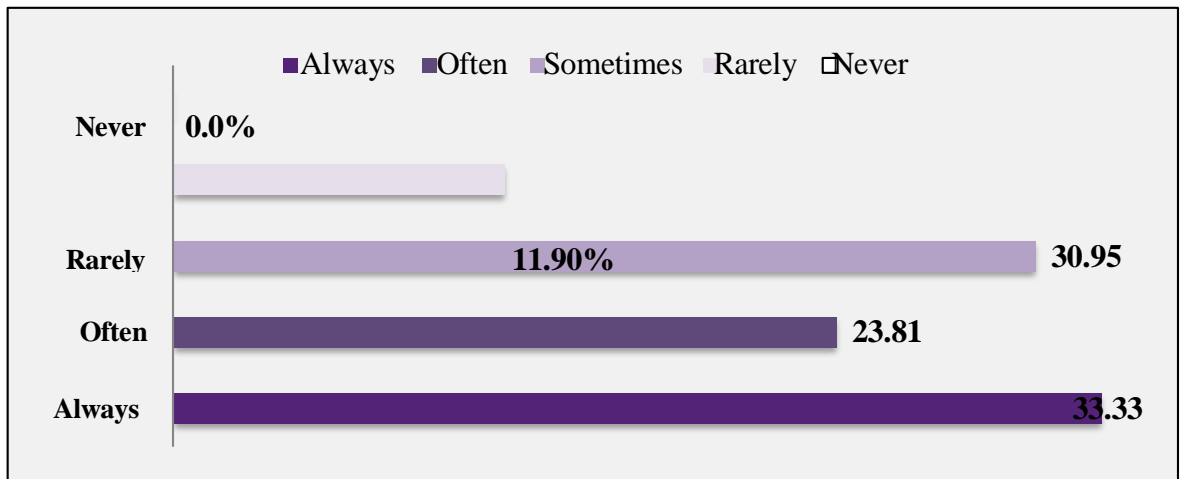
The participants asserted that they do not participate with their teachers of English because they are afraid of making errors or giving wrong answers. Others claimed that “*we do not feel motivated enough by our teacher in the classroom*”. This highlights that, as a consequence of an adequate motivation and support from teacher, learners feel unwilling to participate and engage actively in classroom activities.

1.2. Section two: Learner’s Experience with Role-Play

This section aims at exploring EFL learners’ perceptions and experiences with role play activities.

Q.4. How often do you participate in role-play activities in your classes?

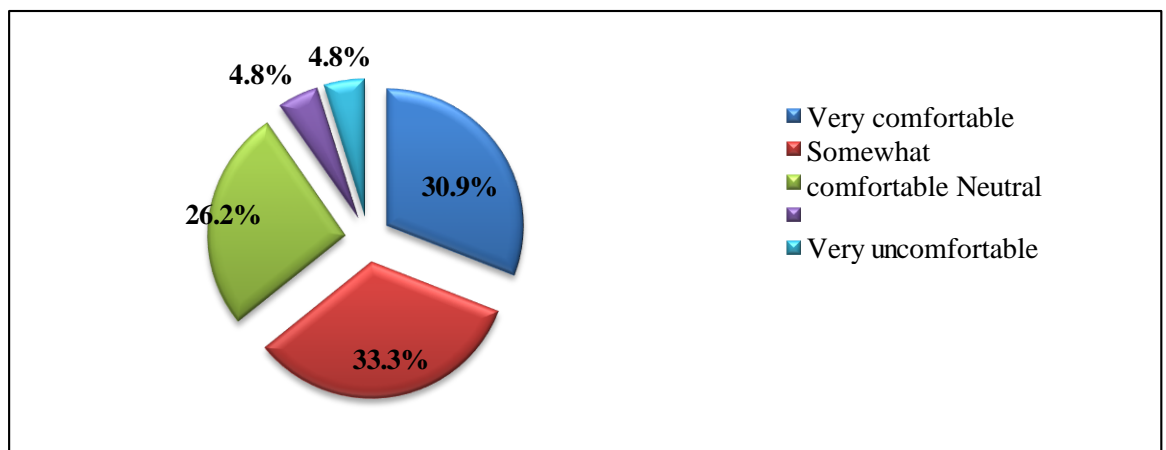
Figure 03: Learners’ Participations in Role-Play



The figure above three represents the learners’ participations in role play activities using the English language. In fact, 33.33% who is the majority part of respondents claimed that they always participate in the classroom and actively interact with their teachers, while 23.81% of them asserted that they often engage and participate in classroom activities; particularly in role play. And about 30.95% of participants said that they sometimes participate in the class. Furthermore, the remaining respondents 11.90% rarely participate in these activities. finally; it is worth noting that none of the participants chose the option of never taking part in interactive role-play activities.

Q5.How comfortable do you feel when participating in role-play activities?

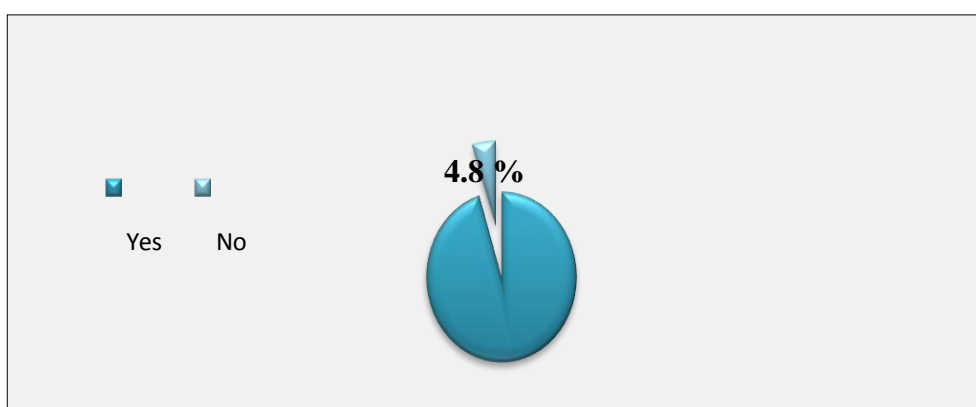
Figure 04: Learners’ Comfort Level in Role-Play Activities



The findings shown in the figure four above demonstrate that most of the learners feel comfortable in role-play activities, with 30.9% of the participants claimed that they feel very comfortable when participating in role play activities and 33.3% of them asserted that they are somewhat comfortable to actively take part in these activities. While, 26.2% reported that they are neutral. However, there were very few participants 4.8% and 4.8% who were uncomfortable in engaging in these activities to use their English language in real life situations.

Q.6. Do role-play activities help you improve your speaking and communication skills?

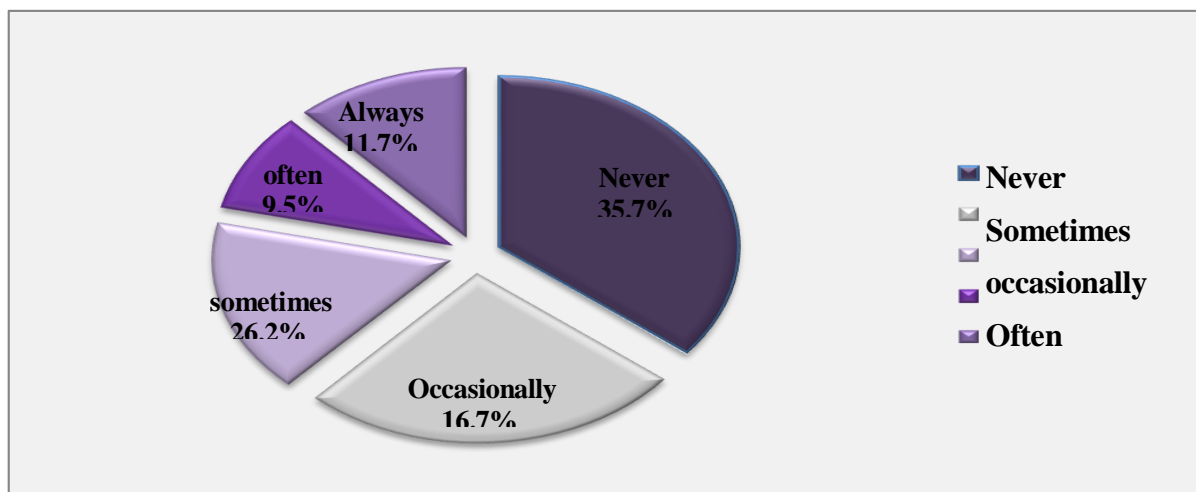
Figure 05: Role Play and the Development of Speaking Skill



The findings in the diagram five indicate that 95.2 % of learners said that participating in role play activities help them to develop and improve their speaking and communication skills. However, 4.8% of them responded negatively in which they asserted that engaging with role-play activities are not effective in helping them achieve improvements in English speaking and communication skills.

Q.7. Have you ever felt embarrassed or nervous during role play activities?

Figure 06: Learners' Anxiety and Embarrassment in role-play activities



This figure above six shows that 35.7 % of respondents stated that they never felt anxious or embarrassed when they perform during role-play activities. And 26.2% of them mentioned that sometimes they experience this feeling of anxious and embracement while taking part of this activities, 16.7% of respondents indicated that they “Occasionally” feel embarrassed and anxious in these activities, and 09.5% of the participants stated that they “often” having this feeling of anxiety which makes the less interested to participate in these activities. However, 11.7% of them reported that they “always” experiencing such feelings of anxiety and embarrassment during role play.

Q.08. Do Role-play activities make learning English more enjoyable?

Table 02: Learners' Attitudes and Perceptions Toward Role-Play Activities

Option	Participants	Percentage (%)
Strongly agree	39	92.9%
Strongly disagree	03	07.1%
Total	42	100%

As it is shown on the table two, 39 of respondents, representing 92.9% ,agreed that role play activities make learning the English language more enjoyable.In fact, role play activities provide EFL learners with an interactive environment where they can use English language vocabularies in differents situations.However, only 07.1% of them rejected the fact that role play activities make learning English language more enjoyable.

If the answer is ‘no’, would you explain why?

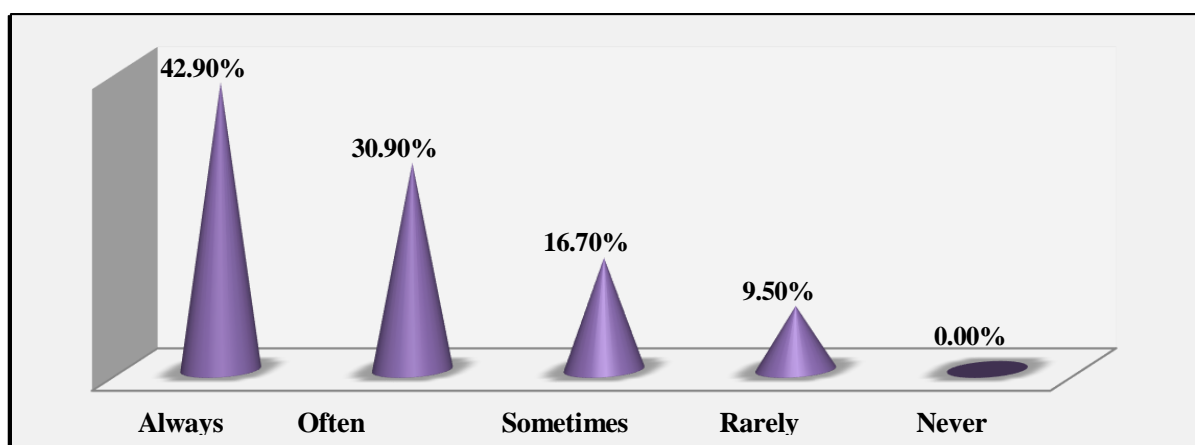
The three (03) participants who opposed the idea that role play activities make learning English enjoyable, they suggested that they need more practice to actively engage in role-play activities, also learners mentioned shyness, lack of motivation and support from their teacher may reduce their willingness to enjoy the activity.

1.3. Section three: Learners’ perceptions of teacher’s positive and motivational feedback

This section presents EFL learners perceptions and attitudes towards their teachers’ positive and motivational feedback during role-play activities.

Q.09. Do you receive feedback from your teacher on your performance in role-play?

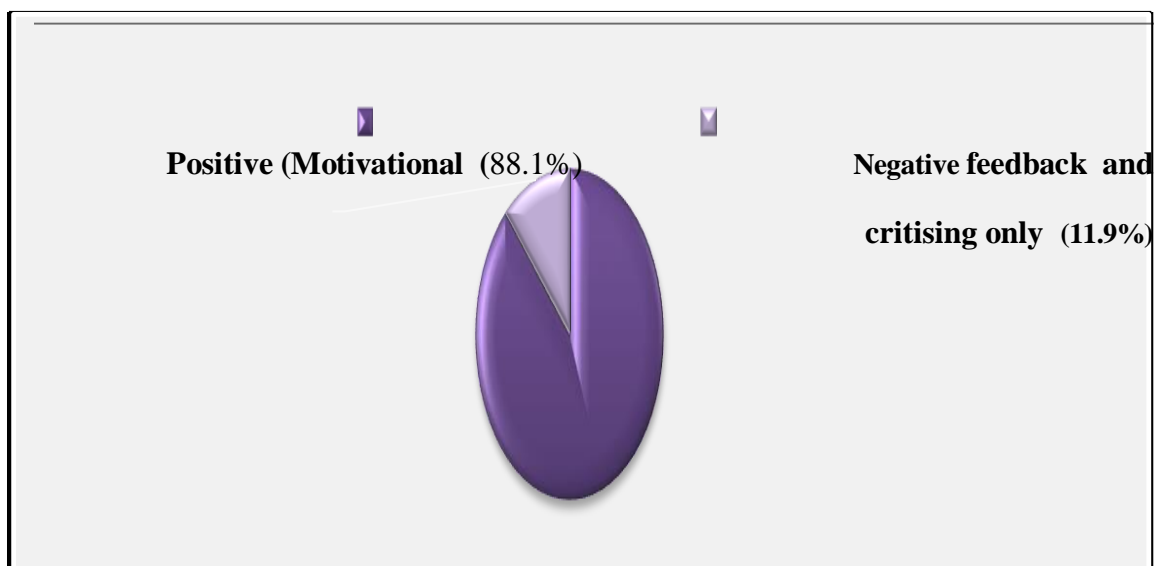
Figure 07: Learners Reception of Teacher’s Feedback in Role Play



The findings shown in this figure seven, 42.9% of participants claimed that they always receive feedback from their teacher on their performance during role-play, about 30.9% of respondents reported that they often receive feedback on their performance when participating in role-play activity. In addition, around 16.7% asserted that their English teachers sometimes provide them with feedback on their performance in such activity. While, small group of the respondents stated that they rarely receive feedback from their teachers in role-play, and none of the participants argued that they never receive feedback on their performance during role play activity. The findings indicate that all the participants receive feedback from their English teacher during their performance in role- play activities.

Q.10. What type of feedback do you receive from your teacher?

Figure 08: Teachers' Types of feedback



From diagram eight, it is apparent that most of the participants 88.1% admitted that they receive positive and motivational feedback from their teacher. However, 11.90% of learners participated in this study said that they receive negative criticism feedback from their teacher on their performances in role-play activities.

Q.11.How helpful do you find the feedback provided by your teacher in improving your Academic performance?

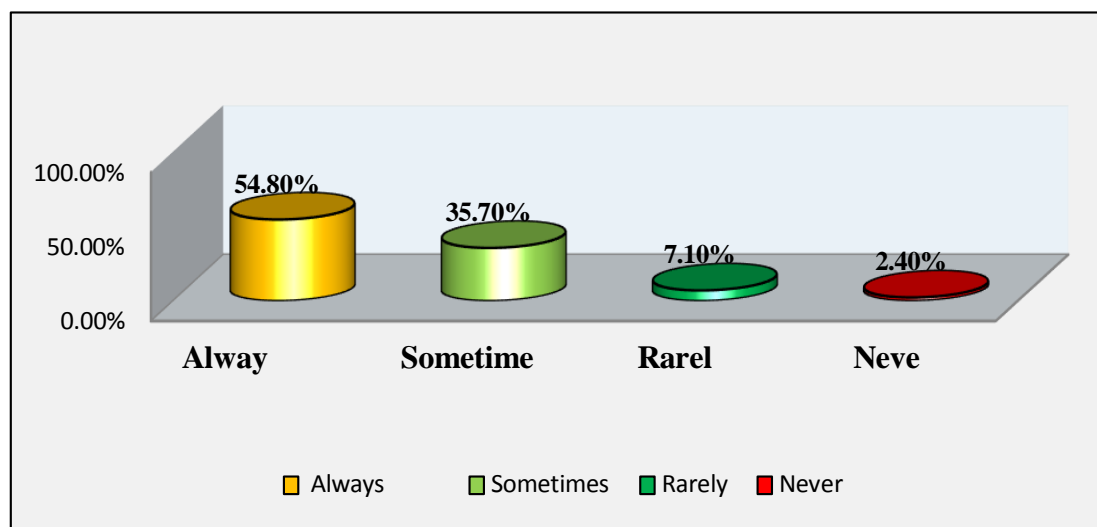
Table 03: Effectiveness of Teacher's Feedback

Option	Participants	Percentages (%)
Very helpful	17	47.5 %
Helpful	25	59.5%
Unhelpful	00	0.0%
Very unhelpful	00	0.0%
Total	42	100%

The table above represents the usefulness of teacher's feedback in EFL learners' academic performance. In fact 25 of respondents, representing 59.5% of the full sample confirmed that the feedback provided by their teacher is helpful in improving their academic performances, 47.5% of them claimed that the teacher's feedback is very helpful in improving their academic performance. While, no one of the participants claimed that the feedback is unhelpful or very unhelpful in improving their academic performances. The results demonstrate that feedback is important in both teaching and learning process.

Q.12.How often does motivational feedback make you more interested to participate in role-play activities?

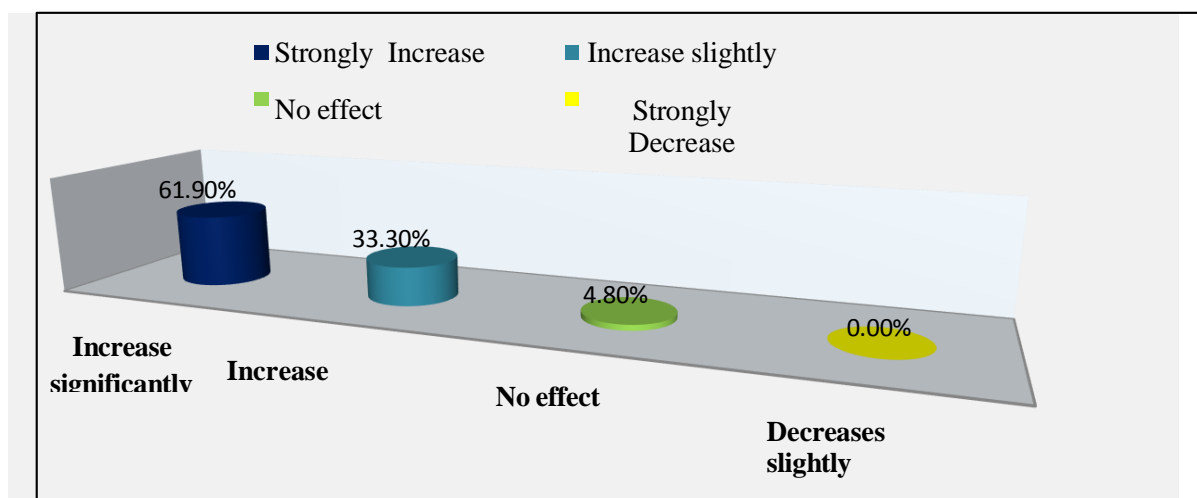
Figure 09: Frequency of Learners participation in Role-Play based on Teacher's Motivational Feedback



As shown in this figure nine, the majority of the participants 54.8% confirmed that motivational feedback from their EFL teacher always makes them interested to participate in role-play activities, while, 35.7% responded that sometimes motivational feedback provided by their English teacher makes them willing to engage with these activities .However, around 7.1 % of respondents claimed that they are rarely interested to participate in role-play activities because of motivational feedback from their English teachers, and only one participate who represents 2.4 % of the sample of the study answered that motivational feedback from his English teacher do not makes him interested to participate in these activities.

Q.13. How does teacher's positive feedback influence your motivation to learn English Language?

Figure 10: The Influence of Positive Feedback on learners' motivation



The findings shown in the figure above, illustrate more than half of the learners 61.9% stated that teacher's positive feedback strongly increase their motivation to learn English language. In addition, 33.3% found that their motivation to learn English language increase slightly due to teacher's positive feedback. While 2 participants representing 4.8% of the total claimed that this feedback has no effect on their motivation to learn English language.

Q.14.To what extent does motivational feedback impact your confidence when speaking English during role-play activities?

Table 04: The Impact of Motivational Feedback on learners' confidence in speaking

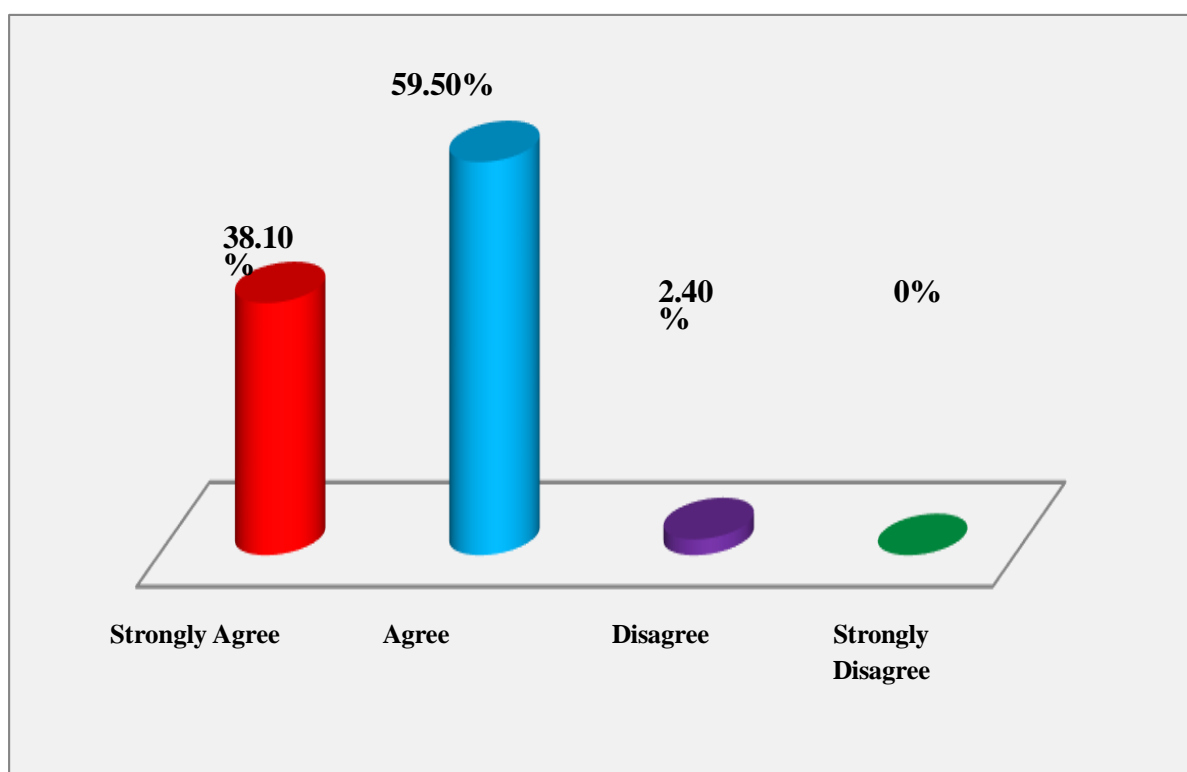
Option	Participants	Percentages (%)
Strongly Increases the confidence	24	57.1%
Increases the confidence slightly	16	38.1%
Has no impact on confidence	02	4.8%
Strongly Decreases the confidence	00	0 %

The table four represents the impact of motivational feedback on learners' confidence

in speaking; particularly in role play activity, a great number of participants 24 out of 42 standing for 57.1% reported that motivational feedback strongly increases their confidence significantly when speaking English in role-play activities, while, 38.1% of learners said that their teacher's motivational feedback slightly increases their confidence to some extent to practice their English language in role-play in front of their classmates. In contrast, only two participants claimed that motivational feedback has no impact on their confidence to speak English fluently during these activities, it is noteworthy that no one declared that motivational feedback strongly decreases the confidence in their own abilities to speak English in role-play activities .

Q.15.Motivational feedback helps you stay engaged and actively participate in role- play activity

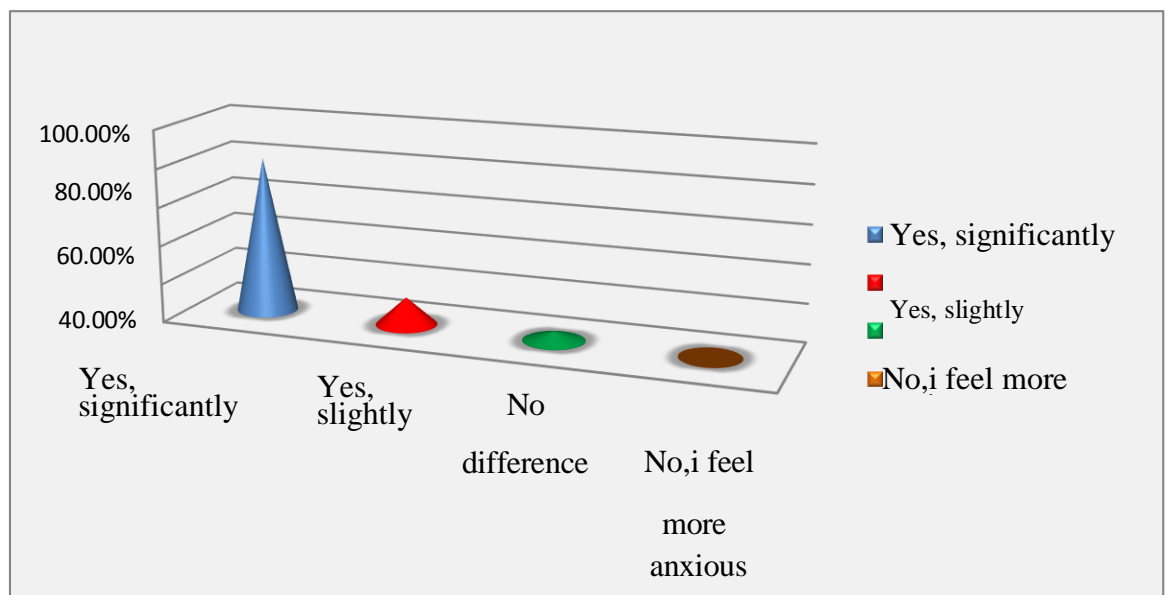
Figure 11: Learners' Attitudes Towards Motivational Feedback to Actively Participate in Role-Play Activities



This figure 11 above illustrates that more than half of the respondents 59.5% expressed their agreements with the fact that their teacher's motivational feedback helps them to stay engaged and actively participate in role-play activities. In addition, around 38.1% of the participants declared that they strongly agree with this statement, whereas only 2.4% of them have answered that they do not agree that the teacher's motivational feedback helps them stay engaged and actively participate in role-play, and no one expressed his strong disagreements regarding the impact of motivational feedback in helping learners actively participate in role-play activities .these findings provide in depth information about learners' attitudes towards motivational feedback and role- play engagements.

Q.16.Do you feel less anxious when your teacher gives positive and supportive feedback?

Figure 12: The Impact of Positive and Supportive Feedback on Learners' Anxiety



The outcomes display in this figure 12 illustrate that a considerable amount of the respondents 34 which is the equivalent of 80.9% stated that they experience much less anxiety when receiving a positive and supportive feedback from their teacher, while 14.3% reported that they feel slightly anxious when their teacher support them with positive feedback during

their performances in role-play activities. Whereas, only 4.8% of participants said that it makes no difference regarding their anxiety. And none of the participants claimed the opposite.

Q.17.How does motivational feedback from your teacher affect your relationship with them?

Table 05: The Effect of Motivational Feedback on Learners - Teacher relationship

Option	Participants	Percentage (%)
Trust in teacher more	36	85.7%
No difference	06	14.3%

According to the table five, 85.7% the majority of the participants claimed that motivational feedback makes them trust their teacher of English more and also agreed that such feedback establishes a positive teacher-learners relationship which is crucial for a successful English learning journey. In contrast, around 14.3 % asserted that it makes no difference on their relationship with them. That is to say, motivational feedback builds a good relationship between teacher and learners in the classroom.

Q. 18.Have you ever changed the way you learn English because of motivational feedback? Can you give an example?

The aim of this question is to find out whether EFL learners changed the way of learning English because of the motivational feedback given by their teacher or not. Based on the findings gathered from the previous questions, and the learners' answers regarding this question, the majority of learners claimed that the teacher's encouragements really helped

them to change the way they used to learn English in the classroom. Additionally, it is important to mention that most of the participants expressed their agreements with the fact that the teacher' motivational feedback makes them feel motivated to practice and experiment with English language use in role-play activity without hesitation or fear of making mistakes. This clearly shows that teachers are responsible for creating a supportive and enjoyable classroom environment, where EFL learners feel motivated and encouraged to achieve and improve better in their English learning outcomes.

Q.19. can you explain how feedback has influenced your English language progress?

The purpose of this question is to gather different perceptions from the learners regarding how the feedback influence their English language progress. Indeed, the findings indicated that the majority of learners have positive attitudes about the feedback provided by their teacher during classroom activities on their overall English language process. In addition, many informants emphasized on the development of the English language fluency, and also the increase in self-confidence to practice the language in front of learners without fear of being evaluated negatively by their teacher or hesitation. Also they said that, positive feedback and motivationa helped them to believe in their abilities to learn English. Furthermore, with a great number of the participants noted that, as they consistently receive positive feedback from their teacher, they have noticed improvement in their communication skills in or outside the classroom , and have become more aware of how to express themselves better using English.

Q.20. Do you feel more capable of tackling academic challenges after receiving teacher feedback? Explain. How?

Most of the learners claimed that when the teacher provides them with feedback; particularly the positive and motivational, they feel more confident and well prepared to take

a more active role in their learning, which is a commonly shared belief. They explained that the feedback inspires them to view their mistakes as part of the learning process, encouraging them to learn from those mistakes rather than feel discouraged when they occur. Indeed, one shared participant highlighted the importance of positive feedback in giving a direction and suggestions for improvements. Additionally, the feeling of anxiety that many learners experience when they are required to perform or speak in front of others often leads to feelings of shyness and hesitation. This limits their willingness to take linguistic risks to perform perfectly in oral discussions and activities. However, few of them asserted that these challenges make learning English more difficult, but with a positive and supportive feedback from the teacher make them feel more able to overcome and face new academic challenges and difficulties with great confidence in themselves and also to use of the English beyond the classroom, ultimately enhancing their speaking skills.

Q.21. Has teacher's feedback helped you to understand and address your academic weaknesses and identify areas you need to improve? How?

This question highlights two key aspects of the academic development. Many learners reported that in the absence of the teacher's motivational feedback, they lacked were not awareness of the mistakes they were making. Additionally, they noted that the feedback makes them notice their mistakes; for example, grammatical problems, pronunciation mistakes and more importantly, the way of using of English language in oral presentations. As a result, most of the participants realized that they need to improve better in speaking and communication skills in English to master the language effectively.

Q.22. Does negative or overly critical feedback affects your motivation? Please justify?

The primary aim of this open-ended question is to explore how does negative or overly critical feedback affect learner's motivation to perform in role play. Some of the participants,

who were receiving negative feedback from their teacher, said that when their teacher gives them negative feedback only on what they did wrong without appreciating their efforts, they feel more discouraged and disappointed. In addition, a few of them said that such feedback damages their confidence in their abilities to learn English. Consequently, they affirmed that they lose interest to keep trying because they are afraid of being judged negatively by their teacher without encouraging them to improve better next activities. These findings showed that lack of encouragements and negative feedback can make learners feel demotivated to learn the language and communicate better in the classroom.

Q.23. How satisfied are you with the feedback you receive from your teacher?

The primary aim of this open-ended question is to explore learners' satisfaction regarding the teacher' feedback. Most of the participants reported that they are very satisfied with the feedback since they receive positive feedback during role-play activity. Furthermore, they explained the effectiveness of motivational feedback in encouraging and motivating learners to participate in English speaking task, in turn, learners may develop their communication skills with the target language. But, few of them expressed dissatisfaction with the feedback from their teacher, they stressed that their teacher overly focused only on the mistakes and the errors without acknowledging their efforts and success. Therefore, offering a kind of encouragement and guidance for learners, inspire them to improve better in English language learning outcomes.

2. Presentation of the Results of Teacher' Written Interview

This section presents the different insights gathered from the teacher interview regarding the use of motivational feedback during role play activities.

Q.1. In your teaching experience, how important is feedback in English learning process?

Based on the teachers' experience in teaching, feedback is highly beneficial in the English learning process. As they indicated that feedback serves as an essential strategy that contributes to the development of a more supportive learning environment to learners, as it enables them to move forward in their English proficiency. In this case, they asserted that feedback guides learners to understand their own strengths and weaknesses as well as learning how to improve better. The teachers' answers make it clear that feedback plays a crucial part of the learning process that aids at supporting and guiding learners to develop their English skills.

Q.2. Do you give feedback immediately after mistakes are made during oral performance; for example in role play, or do you wait until the end of the activity?

The aim of this question is to explore whether the EFL teachers provide feedback to learners immediately after mistakes are made during oral performance; for example in role play, or they wait until the end of the task. The responses submitted indicate that all the teachers provide feedback immediately after the learners' performance rather than waiting until the end of the activity. One teacher affirmed that offering feedback right after performance allows learners to remember what they did well or what they need to improve. While, both of the teachers asserted that, by giving immediate feedback, learners may reflect on the feedback while the experience is still present in their cognitive processing, leading to more effective learning and immediate skill development. From this, it can be suggested that there is a shared belief among teachers regarding the value of timely feedback.

Q.3. Have you noticed a difference in learners' improvement when feedback is given immediately versus when it is delayed? If yes, would please give more clarification?

From the results obtained, all the teachers answered by "yes" when they are asked whether they noticed a difference in learners' improvement based on the timing of the

feedback. All the teachers expressed their agreements regarding the positive impact of immediate feedback given during performance, as compared to delayed feedback. According to their explanations, they shared that when feedback is given immediately after the learners' performance, learners became more focused and engaged, resulting in better performance, particularly in term of fluency and accuracy during oral performances. In addition, the teachers reported that learners showed more interest in learning English language and they were able to understand and remember the corrections. As a result, they are more likely to apply those corrections in future activities. Meanwhile, some teachers mentioned that learners even began to pay attention to their language use, becoming more self-aware and motivated during the task.

Q.4. According to you, what role does feedback play in keeping learners motivated and engaged in English leaning?

From the answers gathered from the teacher's interviews, feedback has an essential role in fostring learners' motivation and engagement in the learning process. All the teachers were in agreement with the idea that feedback supports learners by acknowledging their effective efforts and identify what needs better improvements in the learning process. The teachers in the interview said that feedback helps learners to speak the English language more confidently. In addition, highlighting learners' efforts encourages them to participate and actively engage in the learning process, and take risks without fear of making errors. As a result, the learners are showing greater interest to involve in classroom learning activities.

Q.5. It is often said that specific feedback is more effective than general feedback. How do you ensure that your feedback is clear and relevant to each learner's needs?

This concern seeks to show the usefulness of specific feedback on learners' performance. All the three (03) teachers shared similar views regarding this issue. They

explained that specific feedback should respond directly to what each learner needs, that gives clear guidance on which aspects of their performance were successful and where they need to work and improve more. Furthermore, they added that they address each learner alone during his oral presentations, in order to ensure that the feedback is clear and based on the specific needs of learners. Additionally, the two teachers asserted, that in some cases, they ask learners how they feel about their performance before sharing their own specific guidance. This suggests that the teachers make sure to give specific feedback to address the individual needs of each learner.

Q.6. How do you check whether learners fully understand the feedback you provide?

In the interview, the teachers frequently verify the learners' comprehension of the feedback provided. The teachers shared that one effective way to check learners' understanding of the feedback is by means of giving the similar instructions for practice. Therefore, this strategy enables the teachers to observe whether learners are effectively applying what have been explained to them or not. In addition, one of the teachers interviewed reported that *"sometimes their question show me whether they really got the feedback or not. If they ask about something that was already explained, it may mean that they didn't fully understand the feedback"*. That is to say, the learners' questions are a useful way for teachers to check if the suggestion was understood or not. When the EFL learners ask clear questions about how to improve, it reflects their understanding of the feedback and their efforts towards performance enhancement. Yet, if they appear confused or unsure as well as the same mistakes happen again, teachers realize that it needs to be explained in a simpler and more effective manner.

Q.7. How do you encourage learners to apply or act on the feedback they receive?

Throughout the interview, the finding reveals the importance of creating a supportive

environment in which the feedback is perceived as a means for progress as an alternative to judgments. One particular teacher stated that she often gives new challenges and interactive activities for the purpose of encouraging learners to actively reflect on the feedback, this particularly inspire them to take actionable steps to implement the teacher's suggestions for further improvement. Furthermore, the other teachers suggested that they create a positive and supportive classroom environment where learners feel confident and motivated to keep applying the feedback given, as well as praising their efforts and progress and do not ignore it.

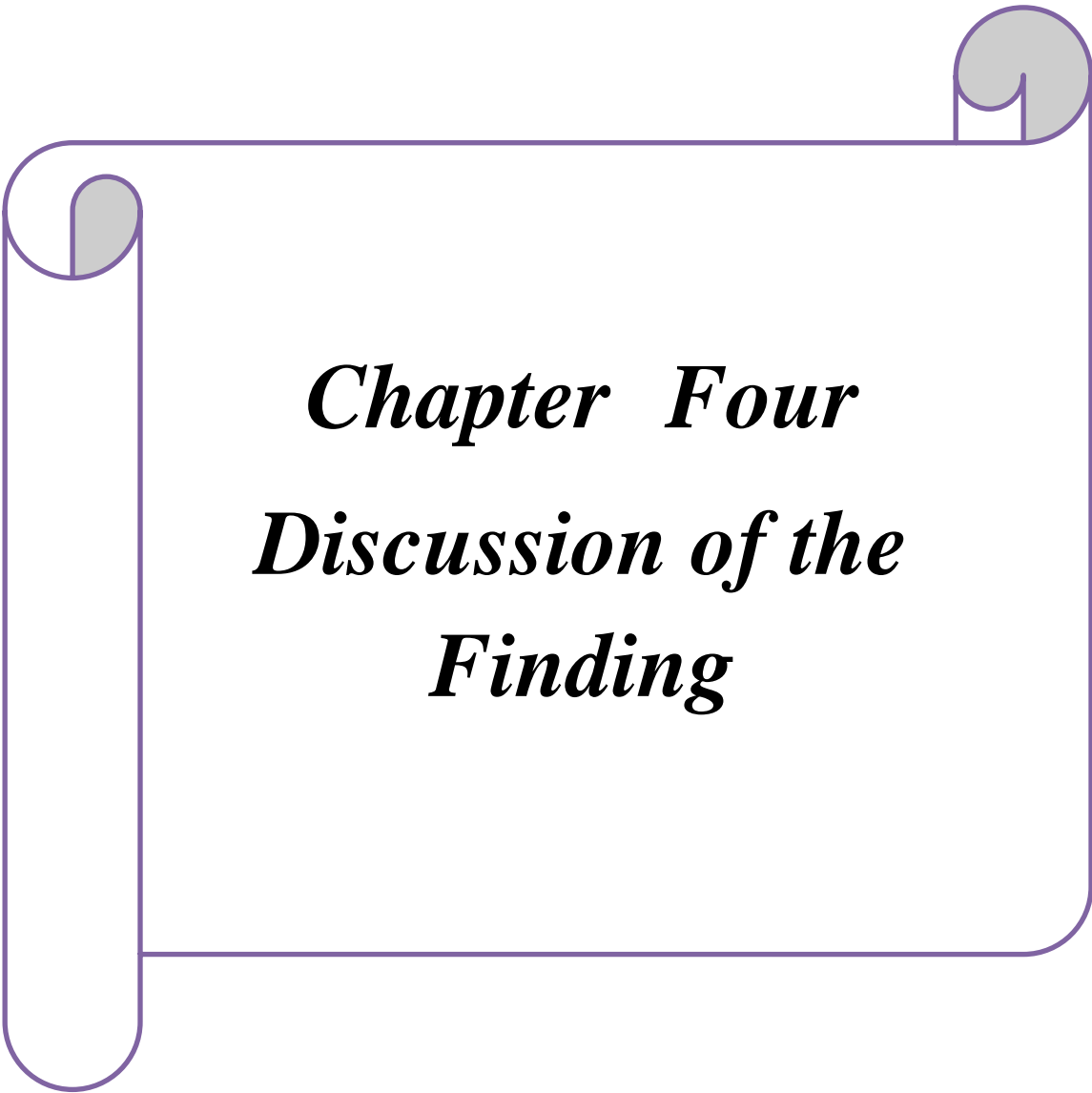
Q.8.How do you support learners of English in making improvements based on motivational feedback?

This question seeks to understand the effectiveness of the teachers' motivational feedback to guide and support learners of English in making improvement in the learning process. The teachers stated, during the interviews, that the positive feedback when it focuses on learners' good performance and acknowledging their effort in learning motivates them to keep improving and progressing in learning of English. Also, all the teachers claimed that positive and motivational feedbacks aid at assisting timid learners to become more confident to participate in English learning activities. In addition, the teachers reported that after praising the learners' efforts, they showed their greater improvement and development in their English skills.

Conclusion

This chapter has dealt with the presentation of the findings that we have gained from the questionnaires addressed to first year learners and the written interviews conducted with teachers of English. According to the findings obtained, motivational feedback is positively impacts EFL learners' motivation to participate in role play activities. Similarly, the teachers try with the appropriate strategies to foster a safe learning environment, strengthen learners'

motivation, and support their achievement in the learning process. In the light of presenting clarifications, the next chapter will interpret, and discuss the results we have obtained in this section.



Chapter Four
Discussion of the
Finding

Introduction

The last chapter in this dissertation discusses and interprets the results obtained from the questionnaire that was distributed to forty-five first year secondary school students, and the interview that was conducted with three teachers. In order to find answers to the research questions and to confirm or to refute the hypotheses suggested in the general introduction. In this discussion section, in fact, the results are interpreted in relation to the review of the literature presented in chapter one. This chapter is divided into three sections, the first one deals with the analysis and discussion of the data of learners' questionnaire. Then, the last section consists of discussing the results of teachers' written interview.

1. Discussing the Findings of Learners' Questionnaire

Discussing the findings of the learners' questionnaire provides valuable insights into their perceptions and experiences. It helps to better understand how they view the role of different teaching strategies in language learning.

1.1.Learners' Experience in English Learning

Considering the learners' profile, the first section of the questionnaire permits us to have more valuable insights about the participants. The results obtained from the questionnaires addressed to the first year learners of "Zamoum Mohamed" Secondary School in Boghni. The findings clearly show that the entire group of participants have studied English for more than three year (see figure 01), this may be interpreted that they already have some experience with the language. Besides, the results of the learners' questionnaires demonstrate that the EFL learners have different views on their level; each learner perceives their abilities in a way that reflect their own experience and progress. Some of the learners believe in their skills, while others may think that they still need further improvements. Moreover, from the results revealed in the previous section, 85.71% of respondents (see table

02) confirm that they interact with their English teachers in the Classroom. While 26.30% of them expressed otherwise. The main reasons why some learners show hesitation to participate in these activities, is due to the fact that they are afraid of making errors when speaking English in front of their teachers and classmates, or of being negatively judged by their teachers. On this basis, teachers of English have to create a more comfortable and supportive classroom environment where learners are encouraged speaking using the target language.

Not all learners with three or more years of English study are necessarily advanced, nor are they equally capable of benefiting from role play activities without appropriate scaffolding. In light of Vygotsky's (1978) Zone of Proximal Development (ZPD), this result could be interpreted as an indicator that most learners are within the "upper ZPD range." In other words, they may have internalized certain basic linguistic skills but still require guidance and motivational feedback to successfully perform more demanding communicative tasks. Challenging activities like role play can help learners reach their next level of development.

1.2.Learners' Attitudes towards Role Play

The results illustrated in figure (03), have shown that the majority of learners affirmed their involvement in role play activities during English classes. Many learners confirm that role play activities facilitate access to opportunities to engage with the language in meaningful contexts. That is, role play is very important in the communicative language teaching classes to practise English communication skills in different social contexts. Accordingly, Savignon (1983, p.206) mentions that, "*language should not just be learned theoretically ,but should be used in real life context to ensure that it is meaningful and functional*". This is to say, he confirms the notion that role-play activities provide learners with an occasion to use language, they also offer stimulated contexts in which authentic

interactions can take place in or outside the classroom. This means that, the results have affirmed that role play is an effective pedagogical technique that emphasizes using the acquired knowledge and language in a meaningful context, which students may encounter in the real world. This idea is confirmed by Savignon (1983, p.206) and Amanda (2018).

Moreover, the findings presented, consider the degree of comfort experienced by EFL learners when engaging in role play activities. A number of the learners reported that they feel comfortable when engaging in role-play activities. That is, role play can contribute in creating a comfortable supportive that encourage active participation during oral activities.

As previously stated, role play provides learners with positive and supportive environment where they interact with pairs and feel comfortable to speak in front of them (Ladousse, 1987, p.6). Instead, based on some of learners' answers, that they are uncomfortable primarily when they have to speak in front of the classmates or when they are worried about making mistakes. This implied that, for many learners, role play may promote communicative confidence and contribute to fluency development. This suggests that role play activities assist in promoting social interactions and collaboration between learners. Since, they consider role play as a suitable solution to practice their language through imitating characters. Also it is important for teachers to support learners who are shy or less self-confidence to help them develop the comfort and the confidence needed to communicate effectively in these activities.

Furthermore, the findings show that number of the participants 95.2% view role play as a useful tool in developing English communicating skills (See figure 07). In other words, role play is very important in the teaching of speaking because it enables learners to practise and speak more using English in real-life situations. For this reason, role play has a role in developing both speaking and interaction in the classroom. Furthermore, from the analysis of the eighth question related to whether the first year learners feel embarrassed or nervous

during role play activities. A considerable number of the learners admit that they are experiencing degree of embarrassment or anxiety during the activity and often are associated with the fear of making mistakes in front of others.

Besides, when the students are asked whether role play makes their learning of English more enjoyable, 92.9 % most of their responses are positive. The outcomes have shown that role play creates an enjoyable environment for practicing their speaking skill inside the classroom. In this regard; Ladousse (1987) confirms that “*role play activity provides learners with a positive, supportive environment where they may enjoy the process of learning English*”. In addition to this, working in pairs or groups fosters a social atmosphere by exchanging ideas and opinions which permit them to acquire knowledge in an easy way. That is, students feel more confident while performing by exchanging their ideas, and responsibility is shared among group members to remember new English vocabulary easily.

On the basis of the findings and the review of related literature, it can be concluded that role-play activities are one of the communicative activities that can create a motivating learning environment in which all learners can develop their English speaking abilities.

1.3. Learners’ Perceptions of Teacher’s Positive and Motivational Feedback

Moreover, the EFL learners are asked about the kind of feedback they receive while performing during role play. Out of the 42 learners who are asked, it is found that 37 of them have responded affirmatively, they report that they receive feedback from their teacher during their performance in role play activity. When the learners are asked about the type of feedback their teachers provide to them, 88.1% most of the responses mentioned, being positive and motivational, only 11.90% of them declared that their teachers give them negative feedback regarding their performance. These findings support Hattie and Timperley’s (2007) model of feedback, which conceptualizes feedback as information

provided by the teacher about the learner's performance or understanding. In this case, the learners' reports that they receive feedback during role play activities align with task-level feedback since it helps them know whether their performance is correct or incorrect. Moreover, when learners state that teachers' feedback helps them improve their pronunciation and overall speaking fluency, this reflects process-level feedback, as it guides them on how to perform the task more effectively. Compared to the results of Cindy Stefanny (2018) study, it was concluded that educators can use positive feedback as a part of classroom practices as well as it motivates learners to progress. That is, our results have shown that the first year learners have different perceptions regarding how often their teachers of English provide feedback.

On the other hand, as it is revealed on table 4, it is evident that the majority of learners benefit from their teachers' feedback which serves as a mean to encourage learners, fostering an English learning environment.

This goes along with Ellis and Tod's statement (2014, p.103) when they explained that teacher is responsible for recognizing and acknowledging positive behavior and performance of learners during classroom interactions, through the use of positive and motivational feedback. It also confirms Matthew's statement (2024) in claiming that giving positive feedback to students is an essential component of effective teaching within the classroom.

1.4 Learners' Attitudes towards the Effectiveness of Motivational Feedback and its Impact on their Learning Process.

The results showed in figures 09 and 10, most of the participants view motivational feedback as a meaningful factor in encouraging their involvement during role play activities. Not only that, but the feedback also has a large contribution in affecting learners' willingness to engage in communicative classroom activities to study English. Most students feel interested to engage in role play activity when they receive positive feedback from their

English teacher. In this regard, motivation is boosted by the teacher's positive feedback, as shown by a large 95% of students who are strongly agreed with this statement (see diagram 10). Accordingly, Askew and Lodge (2000, as cited in Cindy, 2018) confirm the idea that "*in order to be effective, positive feedback must aid in the improvement of learning by, motivating students by making them feel emotionally safe. When students feel safe in the classroom, they are more willing engage in activities*". Similarly, Ellis and Tod (2014, p.111) state that "*for some individuals, positive feedback and rewards may be important in developing intrinsic motivation to participate in the classroom*". These results have indicated that the implementations of encouragements by the teachers have positive effects on learners' motivation and engagement in the English learning process.

Concerning the influence of the feedback on the first year learners' motivation to participate in the teacher-designed classroom discussions and activities, it was found that feedback when it is well-delivered by the teacher, has a positive impact on learners' motivation and engagement. Most participants reported that the teacher's positive feedback gives them great satisfaction with their performance, and as their efforts are reconized they feel motivated to continue progressing in thier learning journey. This is clearly confirmed by Ellis and Tod (2014, p.103) statement, that "*effective positive feedback can contribute to the pupil's relationship with them by letting them know that their positive learning behaviors have been noticed and are valued*". Additionally, Khaliq et al (2023, p.388) state that external motivation particularly in the context of role play can eventually foster a deeper self-driven interest in participating in these activities to learn and improve better in English. To put it differently, positive feedback serves as a motivator that helpsthem achieve high language fluency and practice in the way that it permits them to be engaged in classroom interactions with their teachers. This finding can be interpreted through Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000), which argues that learners'

motivation is enhanced when their basic psychological needs for competence, autonomy, and relatedness are satisfied. The positive feedback provided by the teacher supports learners' competence by acknowledging their successful performance and providing information on how to improve and also supports relatedness, as learners feel emotionally safe and cared for when their efforts are recognized, leading to reduced anxiety and greater willingness to take risks in role play activities. These outcomes lead us to think about the significant role of positive and motivational feedback in enhancing learners' motivation which is considered as a key for improvement and success because it provides learners with higher ability to achieve a skillful performance rapidly FL classes.

Moreover, as regards the perception of the positive influence of motivational feedback on the English learning process, the findings show that the majority of the participants 57.1%+ 38.1% argue that they are positively influenced by motivational feedback. This is resulted from the fact that this kind of feedback acknowledges learners' hard efforts and achievement in their learning journey. Whereas, only 4.8% of learners argue that feedback does not have any impact on their confidence. Accordingly, Askew and Lodge (2000) confirm this statement by stating that "positive feedback aids in the improvement of learning by, motivating students, increasing their confidence in their abilities". For this reason, the teacher has to enhance learners' motivation by providing a comfortable environment and makes them feel able to develop the activity. In addition, the participants further add that feedback can positively influence learners' motivation, particularly when required to classroom task like oral presentations. In the process of the implementation of feedback, the learners : first, may be proud of the things that they did well because of the positive feedback; then the suggestions presented by the teacher will be a good reason for the student to the desire to apply them in order to improve their skills. In other words, the intrinsic motivation is obtained as a result of the whole feedback process.

In this case, figure 12 reveals that the majority of participants 80% said they worry much less when they receive positive and supportive feedback from their teacher. This indicates that teachers are aware of the importance of creating a positive learning environment. Due to the fact that, the educators may support the development of communicative competence of the learners, by carrying out engaging activities to make learners feel confident in speaking English in meaningful situation. In other words, Cindy (2018) supported the fact that positive feedback makes learners feel more confident and less worried about making mistakes even if their performance are not perfect, allowing that the motivation for speaking increases, as well students may improve their skills for developing the activity. Furthermore, the fact that the majority of first year learners have claimed that their teacher's motivational feedback makes them trust their English teacher and agreed that establishing a positive teacher-learners relationship, is crucial for a successful learning journey (see table 06). These results approve what Ellis and Tod (2014, p.103) have claimed that positive feedback is important in building a good relationship between the teacher and the students to achieve positive outcomes in the teaching and learning process. Therefore, with kind words from the teacher, learners become more willing to speak and involve actively in classroom interactions between students and teachers.

According to the findings gathered from the previous questions 19 and 20, and what the learners have answered and in relation to this question, almost all the learners noted that the teacher's encouragements really helped them to change the way they used to learn English in the classroom. Additionally, it is important to say that most of learners have stated they agree that the teacher's motivational feedback makes them feel motivated to practice and try to use the English language in the role-play activity without worrying too much about making a mistake or getting it wrong.

The majority of learners have positive attitudes towards the feedback provided by their

teacher during classroom activities on their overall English language process. In addition, many informants emphasized on the development of English language fluency, and many learners also indicate the growth of self-confidence to practice the language in front of others without fear of being evaluated negatively by their teacher or hesitation. They state that, motivational and positive feedbacks increase their confidence in their ability to gain the progress in learning English language. They affirm that, positive and motivational feedback help them to believe in their abilities to learn the language. Furthermore, with a great number of the participants remark that since they always receive positive feedback from their teacher, they have noticed improvement in their communication skills in or outside the classroom, and they became more aware of how to express themselves better using English. Accordingly, Davion (2017) mentions, that *“creating a positive learning environment helps motivate students by making them feel emotionally safe, when students feel safe in the classroom environment, they are more likely to take risks, and engage in learning activities without fear of criticism”*. That is, these responses have clearly showed that the responsibility of teacher in creating a supportive and enjoyable classroom environment, where EFL learners feel motivated and encouraged to achieve better learning outcomes.

We wanted to know whether the feedback assists learners in handling their academic challenges. The participants altogether consider that the effectiveness of feedback in academic challenges lies in the fact that it allows learners to feel more capable of handling academic challenges during their English language learning journey. As suggested by Obilor (2019) that *“feedback encourages students to gain some control of their learning which enhances students’ learning and academic achievement this increases students’ engagement and awareness of their strengths and challenges and opens up endless opportunities for students to grow”*. This makes learners more able to face new academic challenges. Ultimately, inspiring them to view their mistakes; for example, the grammar problems, the pronunciation

mistakes as part of the learning process that must be learnt from them. Therefore, the teacher's feedback helps learners to deal and overcome challenges in their learning. When learners face difficulties, the teacher can offer guidance for learners to reflect on their learning by actively engaging with the feedback, learners can strengthen their problem-solving skills. However, few of the participants asserted that when their teacher gives them negative feedback only on what they did wrong without appreciating their efforts, they feel more discouraged and disappointed. To say differently, such feedback decreases learners' self-confidence in their abilities to learn English and engage in oral classroom activities.

It is important to note that, Ellis and Tod 2014 confirm that positive and motivational feedback helps learners in their progress and development by providing valuable suggestions and guidance that encourage learners to engage in classroom activities without fear or anxiety, as they perceive it as a motivational tool rather than a source of judgment.

2. Discussing the Findings of Teachers' Written Interview

2.1 Teachers' Point of View Regarding the Use of Feedback

From the interpretation of the findings of the interviews, we notice that feedback is extremely effective in the English learning process. They indicate that feedback is a meaningful strategy that creates a more supportive EFL learning environment, where it offers learner an opportunity to move forward in English proficiency as it is cited by Davion (2017) in the first chapter, who claimed that teachers who are responsible for creating a supportive environment that facilitates and increases students' learning, often provide this external support. It is also interrelated with Matthew (2024) who asserts: “*giving feedback to students is an essential component of effective teaching*” (see chapter one). This idea is confirmed by all the teachers when they are asked about the importance of feedback in guiding learners to develop their English skills. To put it differently, feedback is a crucial part in learning English process.

2.2. Teachers' Use of Positive and Motivational Feedback

In addition to this, feedback affects on learners' perceptions when it is well delivered by the teacher. In the interview, English teachers have shared a similar viewpoint about the importance of providing feedback at the right time to support learners in their learning .As the instructors expressed in their responses for the question 2, the feedback is given immediately after the learners' performance, and they do not wait until the end of the activity. This confirms Frey and Fisher (2011, p.71) statement that *"feedback is more powerful when it is linked as closely as possible in time with student performance"*. That is, for feedback to enhance learning, it should be delivered promptly after the performance for the purpose of helping their learners to use it immediately.To put differently, feedback should be timely for it to be effective. In line with the standpoint of Obilor (2019, p.42): *"Timeliness of feedback necessitates that feedback is given close to the time of observation rather than later when connection can hardly be made between what was being learned and the needed feedback"*. In other words, learners should receive feedback in good time to have it influence their learning. For instance, one example is provided by Obilor (2019 , p.42), is that when feedback received several days or months after the particular learning content has been completed will be irrelevant and cannot have an impact on students' learning. By means that, it is significant to know that the teachers in 'Zamoum Mouhamed' tend to provide immediate feedback to their learners after mistakes are made during oral performance. Put in another way, feedback is most effective when the students are still engaged in the subject matter for which feedback is provided. That is to say, teachers take into consideration the most important criteria of timing feedback when providing it. One teacher for instance, adds: *"if the mistakes are repeated several times during their performance, here i should immediately provide feedback"*. That is to say, teachers take into consideration the most important criteria suggested by Frey and Fisher (2011) such as; timing feedback when providing it.

As it is responded in the teachers' written interview, all the participants have expressed their agreements regarding a positive impact of immediate feedback given during performance compared to delayed feedback. In fact, in response to the question 03. According to their explanations, they share that when feedback is given immediately after the learners' performance; learners became more focused and engaged resulting in better performance, particularly in their fluency, accuracy in speaking during oral performances as well as becoming more interested in learning English when they are supported and guided during the task. That is to say, this proves Frey and Fisher's statements (2011) that when feedback is closely related in time with the learners' performance, feedback becomes more powerful.

The teachers of English should provide specific feedback which responds directly to what each learner needs. Additionally, one teacher for example, asserts: "*In some cases they ask learners how they felt about their performance before sharing their own specific guidance*". This implies that English teachers make sure to give specific feedback to address each learner's needs. That is, teacher gives clear guidance on which aspects of learners' performance were successful and where they need to work and improve more. So, these teachers' answers are confirmed by Fisher and Frey's view (2011) that teachers should pay a great attention for learners' lacks, and misunderstandings. And be aware that every learner has his own way of learning and involvement in the classroom activities. To do so, teacher should give specific feedback to learners, so that learners understand what they should do, or where to focus in the future performances, and they find opportunities to improve their performance where they still need to work on. The Three teachers argue that feedback should be specific and understandable. For this reason, the teachers are always careful about the use of feedback and about the way by which they make their learners understand it. One

interviewee clearly shared that one effective way to check learners' understanding of the feedback is by means of giving the similar instructions for practice in order to help learners to facilitate learners' progression.

Another teacher asserts: *"Sometimes their question shows me whether they really got the feedback or not. if they ask about something that was already explained it may mean that they didn't fully understand the feedback"*. This means that, when EFL learners ask clear questions about how to improve specific aspects of their language proficiency, it indicates their understanding with the feedback delivered by the teacher. Yet, if they appear unsure as well as the same mistakes happen again, it may mean that they didn't fully understand the feedback; this confirms Frey and Fisher's assertion (2011, p.73): *"if the feedback is not understandable the students probably are not going to learn, despite the time that the teacher has put in providing feedback. So, they declare that the informative feedback should not be only timely, but also understandable"*. For these authors, if feedback is not specific and understandable, learners will get lost and this may hinder their progress in English learning.

According to the teachers' responses to question 07, it may be viewed that all the teachers believe that the feedback received during their oral performance must be timely, specific, understandable, and actionable in order to reach its goals and effectiveness. Therefore, teachers encourage learners to apply the feedback received during their oral performance in order to make some modifications. One teacher for instance, claims that: *"I encourage learners to act on the feedback by adopting new challenges and interactive activities where they feel supported and motivated to actively use the feedback"*. Another teacher asserts that: *"I offer positive classroom environment to provide learners with positive feedback to feel encouraged to use it for better improvements"*. This is in conformity with Obilor's view (2019) that *"feedback is about giving information in a way that encourages the*

recipient to accept it, reflect on it, learn from it, use it, and hopefully make changes for the better". Nicol (2009) added that: *"teachers must, therefore, assist students to develop the skill of responding to feedback because students who are good in self-regulation achieve highly"*. Therefore, the teachers are always careful about providing learners with opportunities by which they make to reflect on the feedback. This confirms Frey and Fisher's statement (2011, p.76) that *"Students should be able to self-adjust—review, revise, practice, improve, and retry—based on the feedback they get"*, that permits to the learners to progress and to move forward improvements.

This is the fact that these teachers are well aware about the effectiveness and the criteria of positive feedback since it offers their learners the chance to interact with them and also between each other during role play activities. For these teachers, positive and motivational feedback provides learners with higher ability to achieve a skillful performance especially in foreign language learning classes.

With regards to the positive influence of motivational feedback in supporting learners and ensuring the continuity and effectiveness of their learning process, it is worth noting that, the teachers have responded (see the response to question 8) by stating that it is too important to highlight learners' efforts and appreciating their hard work in order to capture their attention and encourage them to participate and improve their learning skills using the target language (the English language). This is affirmed Ellis and Tod's statement (2014, p.103): *"By recognizing learners correct answers and efforts, teachers create a supportive and encouraging learning environment. Learners feel valued and acknowledged it provides the opportunity for learners to reflect on their marks and understand their strengths as well as identify areas requiring improvement"*. It means that, motivational feedback is significant promoting a supportive learning environment where learners improve their language skills and performance as well as persuading them to be motivated and get engaged in the classroom

activities. Also very importantly, it provides guidance for students to build their capacity as learners.

Conclusion

This chapter has discussed and interpreted the fundamental findings obtained from the learners' questionnaire as well as the teachers' written interview. The discussion has answered the research questions and has confirmed the hypotheses mentioned in the general introduction. It has also confirmed that the first year learners of Zamoum Mohammed Secondary School receiving positive and motivational feedback from their teachers during role play activities. This has been noticed from the fact that the majority of the teachers take into consideration the criteria and how feedback should be such as the importance of the notion of timing in feedback in EFL classroom settings.

Indeed, from the results above, it is true to say that role play and positive motivational feedback are both worth exploring, as effective strategies that provide a supportive learning environment where learners feel valued and supported to progress in their English language process. In addition, there is evidence that motivational and positive feedback encourage participation and interaction among the learners and teachers. Thus, they can motivate learners to enhance their English language skills.



General conclusion

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General conclusion

The aim of this research is to study EFL learners' perceptions of the effects of positive and motivational feedback during English learning process in role play activities. In fact, in the first chapter of our study, we have focused on reviewing the literature related to positive and motivational feedback in English language learning process during role play activities. We have explored different academic definitions and perspectives those are relevant to our study. Indeed reviewing the existing literature has contributed to understand the impact of positive feedback on English language learning during role play activities. This indicates that previous studies provide the basis for the present research. They connect theory with classroom reality. The study is principally based on the criteria and the characteristics of "effective feedback" presented by Fisher and Frey (2011) and also the positive and motivational feedback effects that are described by Ellis and Tod's (2014). Taken together, these frameworks complement each other. Fisher and Frey stress clarity and structure, while Ellis and Tod highlight motivation and affect. Their combination gives a fuller view of feedback. The four features are given more value since they are the central to enhancing the effectiveness and the efficacy of positive and motivational feedback in the field of English teaching and learning. In this way, the study links theory with practice. It shows feedback as both instructional and motivational.

This study seeks to answer the research questions about the important role that motivational feedback plays as a teaching method during role play activity to ensure the progress and the continuity of such activity. Then, it aimed to identify the strategies that teachers use to give learners feedback that is helpful and meaningful. Accordingly, in order to answer these questions, three hypotheses were proposed. The first hypothesis is that EFL teachers use clear and specific feedback during role play activities to ensure the effectiveness

General conclusion

of motivational feedback in enhancing learners' engagement and progress in English language learning. Another hypothesis is that motivational feedback enhances positively EFL learners' overall engagement in the learning process. The third one is that EFL learners have positive attitudes towards the contributions of motivational feedback to their overall English language development.

In order to test the hypotheses and answer the research questions developed in the general introduction of this study, a mixed method approach is adopted. Indeed, two different research tools; the questionnaire which has been addressed to forty-five (45) first year learners in " Zamoum Mouhamed' secondary school situated in Boghni, and a written structured interview conducted with three (03) teachers of English language in the same secondary school for the purpose of collecting data on the effectiveness of positive and motivational feedback in improving learners' English language development skills. For the quantitative data analysis, the Descriptive Statistical Method has been used, whereas Qualitative Content Analysis (QCA) has been used to interpret and discuss the data gathered from the open-ended questions asked to English teachers' and learners' through the questionnaire and the interview.

Following the principles of Fisher and Frey (2011), effective feedback should be clear, timely, focused on the learning goals, and tailored to the individual needs of each learner, and it is precisely within this perspective that this piece of work has been conducted as a case study in order to reach clear answer to the stated questions about the significance of motivational feedback in English as a foreign language (FL) classroom, particularly during role play activities. In this way, the study not only highlights the importance of motivational feedback but also investigates whether 'Zamoum Mohammed ' secondary school' teachers of English apply or take into consideration the key elements of effective feedback in the light of Fisher and Frey's framework.

General conclusion

The results gathered from the questionnaire and the interview have responded and confirmed Fisher and Frey's theory (2011) and also the views of Ellis and Tod (2014). The outcomes of the interview have revealed that the teachers' practices of feedback reflect the key ideas found in Fisher' principles of effective feedback particularly; emphasizing the importance of delivering feedback that is timely and specific to each individual needs .Based on the discussion of the learners' questionnaire and the teachers interview's responses, it has demonstrated that the English teachers of " Zamoum Mouhamed" secondary school implementing the four strategies of positive and motivational feedback during oral classroom activities. This reflects a clear understanding of when motivational feedback should be given and how it can be delivered in ways that enhance its efficiency and effectiveness. Nevertheless, the findings also indicate that not all learners responded positively to feedback. Some reported resistance or dissatisfaction, which suggests inconsistencies in how feedback is perceived and internalized. These variations may be linked to factors such as the delivery style adopted by teachers, the learners' previous experiences with feedback, or the levels of anxiety they bring into oral activities. Recognizing such differences is crucial, as it highlights that feedback does not operate uniformly across all learners or contexts and that its effectiveness is contingent upon the interplay between teacher practices and learner characteristics. Hence, the information provided through the written interview supports the first hypothesis introduced in the General Introduction.

Moreover, the findings in this study have shown that the EFL teachers recognize the significance of positive and motivational feedback when is delivered in a supportive, encouraging, and timely manner, it can make a real difference in how learners feel about their progress and their ability to speak English and in promoting learner' engagement, confidence and overall progress in English speaking activities especially during role play activities. Then, it has shown that the teachers' feedback focuses on recognizing effort, giving positive

General conclusion

reinforcement, and guiding learners constructively which creates more comfortable and motivating classroom environments. The results also have revealed that after giving motivational feedback to learners, they may reduce their anxiety in the speaking tasks. Additionally, it has found that offering motivational feedback to learners who are not intrinsically motivated, so that helping them to learn the language effectively and actively engage in the learning process, and they become more motivated to continue learning and progressing. Thus, feedback works as a bridge: it supports less motivated learners while sustaining engagement among those already motivated.

Meanwhile, this dissertation has indicated that motivational feedback is not only a teaching technique, but is a powerful and successful means to make overlaps between learners' barriers and difficulties they are facing in the learning process. Feedback also contributes to learners' self-confidence and encourages autonomy to develop greater success in further learning in their language education. That is to say, positive and motivational support better learners' English language development, especially in term of fluency and accuracy in role play activities. In this way, feedback serves a dual purpose, fostering linguistic improvement while also developing learner independence.

It should be noted that, it has been found that feedback that includes positive motivational feedback has an important role to reinforce a teacher-to-teacher relationship. Teachers in 'Zamoum Mohamed' secondary school use motivational feedback that is clear, understood and actionable, enabling learners to reflect on the feedback on role play performance. This approach create a positive and trusting classroom atmosphere in which learners feel valued and appreciated. Consequently, it has clearly confirmed the two last hypotheses in the general introduction that motivational feedback is a necessary element in the classroom because it has a great impact in enhancing learners' engagement with the learning process. We can say that the first year learners have positive attitudes and

General conclusion

perceptions towards the positive impact of motivational feedback in EFL role play activities.

Besides that, the absence of the teachers' positive and motivational feedback makes a huge difference in learners' English learning level. Learners will keep on the same level without any improvement, and the teachers should give feedback in the form of advice. Learners need teachers to act as motivators and advisors who guides and support them in developing their English skills to to become active participants during the learning process.

While carrying out this study, there were some limitations .To begin with, regarding the data collection, we have aimed to conduct classroom observations within first-year secondary school classes could have added richer insights. But because of time constraints, our investigation has been based only on a questionnaire designed for the first year learners and an interview addressed to the teachers of English. Concerning the questionnaire, not all the learners have responded to the open-ended questions because it was not easy for them to deal with this kind of questions.Finally, we have also the problem of lack of books and other scientific materials related mainly to the theory that we have used.

In conclusion, we hope that our study has identified important information regarding the influence of positive and motivational feedback on learners' motivation and ability to manage their own learning process. It gives also teachers useful insights and ideas that will foster a supportive classroom environment using motivational feedback in oral classroom activities, and the fact that this experience may guide teachers in their teaching futures. For further research, we suggest for further researchers to explore how motivational feedback enhances learners' ability to evaluate their own performance in role-play activities, using classroom observations to compare middle school and secondary school students.



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Appendices

Appendix1: Students' questionnaire

Dear students,

The aim of this questionnaire is to investigate the impact of motivational feedback on learners' overall English language learning process during role play activities. (The feedback is the helpful information, advice; encouragement a teacher gives about your work or oral performance, to help you understand what you did well and what you can improve). To fulfill this investigation, you are kindly requested to answer the following questions and provide full statement when necessary. Your contributions will be highly valuable for the research work. Your answers will be handled anonymously, so please provide an honest answer.

Thank you very much in advance for your kind cooperation.

Section One: General background information

Q1: How long have you been Learning English?

Instruction: please select the answer.

Less than 1 year More than 3 years More than 6 years

Q2: How do you perceive your level in English? Excellent

Good Average Weak Very weak

Q3: Do you participate in the classroom?

Yes No

Appendices

If your answer is 'no', would you explain why?

.....
.....

Section two: Learner's experience with Role-Play

Instruction: Please select the answer(s)

Q4: How often do you participate in Role-Playing activities in your English classes?

Always

Often

Sometimes

Rarely

Never

If your answer is 'never', would you explain why?

.....
.....

Q5: How comfortable do you feel when participating in Role-Play Activities?

Very Comfortable

Somewhat comfortable

Neutral

Uncomfortable

Very uncomfortable

Appendices

Q6: Do Role-play activities help you improve your speaking and communication skills?

Yes

No

Please explain briefly how and why not?

.....
.....

Q7: Have you ever felt embarrassed or nervous during role play activities?

Never

Occasionally

Sometimes

Often

Always

Q8: Do Role-play activities make learning English more enjoyable?

Strongly agree

Agree

Neutral

Strongly disagree

Disagree

Please explain why you chose this answer?

.....

Section three: Learners' perceptions of teacher's motivational feedback

Q9: Do you receive feedback from your teacher on your performance in role play?

Always

Often

Sometimes

Rarely

Never

Q10: What type of feedback do you receive from your teacher?

Positive and Motivational

Negative and criticising only

Q11: How helpful do you find the feedback provided by your teacher in improving your academic performance?

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- Very helpful
- Helpful
- Unhelpful
- Very unhelpful

Q12: How often does motivational feedback from your teacher make you more interested to participate in role-play activities?

Always Sometimes Rarely Never

Q13: How does teacher's positive feedback influences your motivation to learn English language?

Strongly increase Increase slightly No effect Strongly decreases

Q14: To what extent does motivational feedback impact your confidence when speaking English during role-play activities?

Strongly increase my confidence

Increase slightly

Has no impact on my confidence

Strongly decreases my confidence

Q15: Motivational feedback helps me stay engaged and actively participate in role-play activities?

Strongly Agree Agree Disagree Strongly Disagree

Appendices

Q.16. Do you feel less anxious when your teacher gives positive and supportive feedback?

Yes, significantly Yes, slightly No, I feel more anxious No at all

Q.17. How does motivational feedback from your teacher affect your relationship with them?

It makes me trust my teacher more

It makes no difference

It makes me trust my teacher less

Q.18. Have you ever changed the way you learn English because of motivational feedback?

Can you give an example?

.....
.....

Q19: Can you explain how feedback has influenced your English language progress?

.....
.....

Q20: Do you feel more capable of tackling academic challenges after receiving teacher feedback? Explain. How?

.....
.....

Q21: Has teacher's feedback helped you to understand and address your academic weaknesses and identify areas you need to improve? How?

Appendices

.....

Q22: Does negative or overly critical feedback affects your motivation? Please justify

.....

.....

Q.23.How satisfied are you with the feedback you receive from your teacher?

.....

Thank you for your help and time.

Appendix 02 Teachers' Written Interview

Dear Teachers,

The present written interview is part of my investigation that focuses on the impact of motivational feedback on EFL learners' overall English language learning process during role playing activities. To fulfill our academic objectives, we kindly request your responses to the following questions. Your answers will be used for academic purposes.

Thank you in advance for your collaboration.

Q1: In your teaching experience, how important is feedback in English learning process?

.....
.....

Q2: Do you give feedback immediately after mistakes are made during oral performance; for example in role play, or do you wait until the end of the activity?

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Q3: Have you noticed a difference in learners' improvement when the feedback is given immediately versus when it is delayed? If yes, would please give more clarification?

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Appendices

Q4: According to you, what role does feedback play in keeping learners motivated and engaged in English leaning?

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Q5: It is often said that specific feedback, is more effective than general feedback. How do you ensure that your feedback is clear and relevant to each learner's needs?

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Q6: How do you check whether learners fully understand the feedback you provide?

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Q7: How do you encourage learners to apply or act on the feedback they receive?

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Q8: How do you support learners in making improvements based on motivational feedback?

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Thank you again for your help and time.